

# Toppers Day Nursery

Willow Grange, Henry Street, Blackburn BB1 4JJ



<b>Inspection date</b>	4 October 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### The provision is good

- Staff provide a welcoming learning environment that meets the needs and interests of each child. All children, including those who have special educational needs (SEN) and/or disabilities, make good progress, given their starting points.
- Staff are deployed well and supervise children effectively throughout the day. They use good methods to identify and minimise any potential hazards promptly, to ensure children are safe and secure. Staff follow good hygiene practices and teach children how to keep themselves safe.
- Staff interact well with children during their play and exploration. They understand the learning expectations of young children and how to promote effectively what they need to learn next.
- Staff provide flexible settling-in sessions to help them to get to know children and their families well. Children's physical and emotional well-being is supported very well and they have high levels of confidence, self-assurance and self-esteem.

### It is not yet outstanding because:

- Staff do not maximise opportunities to share information with parents and regularly seek and act upon their views to drive continual improvement.
- The management team does not use incisive and highly robust methods to monitor the quality of training and staff practice, to raise the quality of provision so that it is constantly improving to the highest level.

## What the setting needs to do to improve further

### To further improve the quality of the early years provision the provider should:

- build on the good methods used to share information with parents and regularly seek and act upon their views to drive continual improvement
- enhance the methods used to evaluate the effectiveness of training and sharing of good practice across the staff team more incisively, to raise the quality of provision so that it is constantly improving to the highest level.

### Inspection activities

- The inspection was carried out following Ofsted's risk assessment process.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with a number of parents, staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.

**Inspector**  
Cath Palsler

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff have a confident and robust understanding of their role in safeguarding children. They know how to promote online safety and to store their mobile phones and devices securely away from children. Staff follow rigorous methods to administer medication and keep children safe. The management follows safe recruitment procedures to ensure staff are suitable to work at the nursery. Staff establish strong links with other professionals and promote a consistent approach to support children's care, learning and development. Additional funding is used effectively. For example, focused activities are provided to promote children's understanding of the world and their social, communication and language skills.

### Quality of teaching, learning and assessment is good

Staff invite parents to share what children can already do, from the start. They use this information, together with ongoing observations and accurate assessments, to monitor children's progress and plan purposeful learning opportunities. Staff effectively promote children's communication skills in a variety of ways. Babies join in with the action songs with excitement and enthusiasm. Older children are confident to ask questions and share their experiences. Staff introduce children to new words and promote their critical-thinking skills well. Children are given plenty of time to think and respond to questions and are confident to take on a challenge. Babies have lots of space to move around and practise their physical skills. Older children concentrate as they make marks using a variety of tools and develop their early writing skills, ready for school.

### Personal development, behaviour and welfare are good

The friendly staff provide each child and their parent with a warm welcome. Children are eager to arrive and explore the environment with interest and excitement. Staff are good role models and give children age-appropriate, clear and consistent messages to reinforce expectations. Children behave well; they learn to share and take turns and play cooperatively with their peers. Children learn how to use the knives with care as they chop the vegetables. They develop a growing understanding of how to make healthy choices and learn about the world around them. Children enjoy regular outdoor experiences and play with energy and vigour, in all weathers.

### Outcomes for children are good

Children are confident individuals who are inquisitive and eager to join in activities and try new things. Children experiment, solve problems and celebrate their achievements together, for example, as they design and build their own creations using the construction toys. Children develop a growing confidence in their own abilities. They learn how to manage their feelings and emotions and show empathy and understanding to others. Children enjoy good relationships and are eager to contribute their own thoughts and ideas. All children, including those who have SEN and/or disabilities, make good progress towards the early learning goals. They develop the skills and motivation that promote future learning and are prepared well for their move on to school.

## Setting details

<b>Unique reference number</b>	EY558541
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10080623
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	48
<b>Number of children on roll</b>	54
<b>Name of registered person</b>	Toppers Childcare Limited
<b>Registered person unique reference number</b>	RP558540
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01254 876668

Toppers Day Nursery re-registered in 2018 due to a change to the company status. The nursery employs 11 members of childcare staff. Of these, 10 hold appropriate early years qualifications. This includes one who holds a qualification at level 2, one who holds a qualification at level 6, two who hold a qualification at level 4 and six who hold a qualification at level 3. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who have SEN and/or disabilities.

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