

# Tops Day Nursery - Lakeside



North Harbour, Western Road, Portsmouth, Hampshire PO6 3EN

<b>Inspection date</b>	10 October 2018
Previous inspection date	27 October 2017

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires improvement	3
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### The provision is good

- Leaders use self-evaluation to effectively address the weaknesses identified at the last inspection. As a result, the requirements of the early years foundation stage are met and children are making good progress in their learning.
- Parents praise the service that the nursery staff provide. They cherish the close bonds that children develop with staff, which supports children's well-being. Staff keep parents well informed about their children's progress, viewing their child's records at regular parents meetings.
- Leaders are aware of the importance of good transitions for children. This includes preparing children for starting nursery, moving rooms or moving on to school. Staff prepare children for these moves through careful planning and consideration about their individual needs.
- Staff spend time getting to know children and understand their preferences for learning and care routines, developing their confidence. For example, children confidently use a range of different size buckets and containers to move the sand around the play environment.
- Children benefit from a well-planned environment. Staff understand children's individual needs and tailor the environment to support them. For example, staff place musical instruments around the baby area to support babies physical development and curiosity.

### It is not yet outstanding because:

- Some staff do not recognise when children need more time to respond to questions and develop ideas for themselves to extend their problem-solving skills.

## What the setting needs to do to improve further

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

- help staff recognise when children need more time to explore and develop ideas for themselves and how to extend children's thinking skills even further.

### Inspection activities

- The inspector observed the quality of teaching and support for children's learning indoors and outdoors.
- The inspector assessed how well leaders and staff understand and implement nursery policies, and how they monitor children's learning.
- The inspector carried out a joint observation to assess how well leaders monitor the quality of teaching.
- The inspector looked at a sample of documents, including children's records, safeguarding records and staff files.
- The inspector talked to parents, staff and children during the inspection and took their views into account.

### Inspector

Teresa Newman

## Inspection findings

### Effectiveness of leadership and management is good

Leaders have an accurate picture of how well both individual and groups of children are developing. They use this information effectively to identify further training opportunities for staff. For example, staff have recently attended training to enhance the development of young children's mark-making skills. The arrangements for safeguarding are effective. Leaders and staff have a good understanding of how to identify children who may be at risk of harm, and how to report these concerns. Comprehensive procedures are in place to ensure that all adults are suitable to work with children. Effective supervision means that staff understand their roles and responsibilities and receive feedback on ways they can improve. Leaders have made good use of additional funding for children; this is evident in the progress made in their understanding of the world around them.

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

Staff understand how children learn. They plan activities that will interest and engage them in play, based on accurate assessments they make. Most staff offer opportunities to challenge and extend children's learning, such as by asking them to describe what happens when they mix different colour paints together. Staff provide opportunities for children to extend their vocabulary, by introducing new words as they play in the sand. Staff support children who have English as an additional language well through their good relationships with the children's parents. As a result, their language skills are developing well. Staff make good use of every day activities to develop older children's mathematical development, such as counting glasses and plates for lunch and pairing cutlery. Staff support children's early writing skills well. For example, children draw an imaginary monster they have seen in the book corner and begin to write letters from their names.

### Personal development, behaviour and welfare are outstanding

Children learn how to look after themselves and the world around them exceptionally well. Older children understand the importance of recycling and use the appropriate bins in the nursery for rubbish. Staff support children's social skills well. For example, they teach children to manage their feelings and resolve any conflicts that arise. As a result, children demonstrate exemplary behaviour. Children learn about people who are different to themselves as they visit elderly people in care homes to share stories and songs. Staff take time to find out about children's families, this ensures that staff can celebrate their diversity.

### Outcomes for children are good

Children of all ages demonstrate their curiosity as they become absorbed in their own play for significant amounts of time. Older children enjoy spending time in the garden, they construct an obstacle course and explore different ways to move over it. As a result, their physical development and social skills are developing well. Babies enjoy exploring the marks that chalk makes on a range of different surfaces, such as chalkboards, tarmac and walls. Younger children delight as they notice how bubbles move in the wind, they giggle and smile as the wind takes the bubbles away.

## Setting details

<b>Unique reference number</b>	EY449315
<b>Local authority</b>	Portsmouth
<b>Inspection number</b>	10078722
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	93
<b>Number of children on roll</b>	105
<b>Name of registered person</b>	Tops Day Nursery Limited
<b>Registered person unique reference number</b>	RP901328
<b>Date of previous inspection</b>	27 October 2017
<b>Telephone number</b>	02393977009

Tops Day Nursery - Lakeside registered in 2012. It is part of the Tops Day Nursery chain which has 27 nurseries in the south of England. The nursery is open all year, including bank holidays, from 6am until 8pm, subject to local demand. The nursery employs a manager and 19 staff to work with the children. The pre-school receives funding for early education for children aged two, three and four years.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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