

Tops Day Nurseries - Portsmouth



QUEEN ALEXANDRA HOSPITAL SOUTHWICK HILL ROAD, COSHAM,
PORTSMOUTH, HAMPSHIRE PO6 3LY

Inspection date	14 January 2019
Previous inspection date	2 April 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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

This provision is good

- Leaders are inspiring and set high standards for the nursery, staff and the children that attend. They know the strengths and areas they need to develop to improve outcomes for children.
- The well-qualified staff team have a good understanding of how children learn and develop. They use this knowledge to appropriately know when to stand back and allow children to 'have a go' for themselves. This supports them to learn to become resilient.
- Children eagerly come into nursery and separate very easily from their parents and carers. They are warmly greeted by staff, find their friends and settle into activities quickly. This supports their self-esteem and sense of belonging.
- Staff accurately observe, assess and plan interesting activities. This means that children, including those with special educational needs and/or disabilities (SEND), are engaged, motivated and are making good progress.
- Leaders and staff have a robust knowledge of how to keep children safe. They identify concerns quickly and confidently report these to the appropriate person, both inside and outside of the organisation.
- At times, the key-person approach is not fully effective, such as when children move rooms, to further support continuity of their care and learning.
- Overall, parents receive a good range of information about their child's learning and development, such as through an online system. However, staff do not consistently provide more detailed information about ways to support children's learning at home.

What the setting needs to do to improve further

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

- strengthen the systems to share information with parents, so they have ideas they can use to support their child's learning further at home
- continue to embed the responsibilities of the key-person system, in particular, when children are moving from one room to another.

Inspection activities

- The inspector observed the quality of teaching and the support for children's learning during activities inside and outside.
- 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 talked to parents, staff and children during the inspection and took their views into account.
- The inspector looked at a range of documentation, including staff records and children's learning journals.

Inspector

Jayne Godden

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff know how to keep children safe. Leaders ensure all staff access regular child protection training. They regularly test staff's understanding, including during staff meetings and when in the rooms of the nursery. Leaders carry out effective checks to ascertain staff's suitability to work with children. Effective induction procedures for new staff means they have a good understanding of their role and responsibilities. Leaders have a robust supervision process where they monitor and evaluate staff practice and support them to improve through a detailed training programme. For example, staff accessed training on 'Schemas' and have developed posting boxes to support the youngest children's learning. Staff understand safe collections procedures, such as checking the identity of any unknown visitors before allowing them to enter.

Quality of teaching, learning and assessment is good

Staff provide activities that motivate and challenge children. They use questioning skilfully to encourage children to think and try out their thoughts and ideas for themselves. For example, children predict what will happen to the paint as they mix colours together. Staff teach children mathematical concepts and language well. For instance, children measure their own shoes with measuring tapes to find out whose feet are bigger and smaller when ordering them in a line. Staff work closely with parents and other professionals to ensure children with SEND receive the support they need. This helps children to catch up and be ready for the next stage of their learning.

Personal development, behaviour and welfare are good

Staff interact with children very well. They are good role models for the children and are patient, kind and caring. This is modelled by the children who are kind to each other and behave well. Staff attend to children's individual care routines well. For example, they sing familiar rhymes to children when changing them. This supports their emotional well-being. Children are learning to share and to take turns. For example, they each wait patiently for their turn to throw the bean bag and eagerly retrieve it so their friends can have their turn. Staff are quick to give first aid to children when they require it. They record this accurately and ensure parents are informed.

Outcomes for children are good

All children make good progress in their learning. Children confidently explore the environment both indoors and outside. For example, younger children pull themselves up on the low-level furniture, testing out their early walking skills. Older children run, climb and balance, such as on wooden beams, and have weekly access to a variety of forest school sites. This supports children's physical well-being. Children happily use chalk to make marks on the floor and excitedly tell each other what they have drawn. Children are learning essential skills in preparation for school. For instance, taking off and putting on their own shoes and serving themselves their own food.

Setting details

Unique reference number	EY281231
Local authority	Portsmouth
Inspection number	10091438
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 5
Total number of places	99
Number of children on roll	246
Name of registered person	Tops Day Nursery Limited
Registered person unique reference number	RP901328
Date of previous inspection	2 April 2015
Telephone number	02392 215786

Tops Day Nursery - Portsmouth registered in 2004 and operates from the grounds of the Queen Alexandra hospital. It is open each week, Monday to Friday from 6am until 8pm, all year round, except for Christmas Day, Boxing Day and New Year's Day. It receives funding to provide free early years education for children aged two, three and four years. The nursery employs 54 staff to work with the children. Of these, two hold early years professional status and 37 hold appropriate qualifications in early years childcare and learning.

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