

# Top Tots Daycare

Poplar Grove, South Bank, Middlesbrough TS6 6SU



<b>Inspection date</b>	8 March 2019
Previous inspection date	7 January 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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

- Children achieve the levels of development that are typically expected for their age. They make good progress across all areas of learning.
- The manager uses self-evaluation well to identify areas for improvement. For example, she has worked closely with staff to improve the learning environment to support children's natural curiosity and problem-solving skills more effectively.
- Partnerships with parents are effective. Parents receive plenty of information from staff about activities in nursery and their child's progress. They are consulted about plans for improvement. Parents describe staff as friendly and helpful and appreciate the support that they offer to the whole family.
- There are good arrangements in place to monitor staff's practice and support their ongoing professional development. Well-qualified staff are keen to build on their teaching skills and to share their strengths among the team. For example, they observe one another's practice to help them to share ideas and knowledge.
- Children's emotional well-being is supported effectively in the nursery. They benefit from plenty of praise and attention from staff that help to raise their self-esteem. Children show pride in their achievements. They are happy in nursery and demonstrate a sense of belonging.
- Staff follow children's interests closely and support them to share and develop their ideas during play. Generally, children benefit from skilful interactions that help to engage them in rich learning experiences. However, staff are not quick to identify and support children who are less confident or are more reluctant to join in with activities.
- New teaching methods have had a very positive impact on the quality of staff observations and the accuracy of assessments. However, staff do not consistently make the best use of these to make precise plans to support children's ongoing learning and development to the highest levels.

## What the setting needs to do to improve further

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

- develop more effective ways to encourage reluctant and less confident children to participate more consistently and benefit further from staff's good teaching
- make even better use of observations and assessments to focus teaching more precisely on what children most need to learn next and help them to make the best possible progress across all areas of learning.

### Inspection activities

- The inspector had a tour of the premises.
- The inspector observed staff's teaching and assessed the impact this had on children's learning and development.
- The inspector observed and evaluated an activity alongside the manager.
- The inspector spoke to staff and children at appropriate times during the inspection. She spoke to a number of parents and took account of the views of others through written feedback provided.
- The inspector met with the manager to discuss leadership and management matters. She looked at a range of documents, including evidence of the suitability of staff working in the nursery.

**Inspector**  
Clare Wilkins

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff understand the signs that indicate that a child may be at risk of harm and they know how to report concerns. Children's safety and well-being are further protected by staff's prompt and appropriate response to accidents that occur while in their care. The manager ensures that legal responsibilities are met, for instance, for the safe use and storage of photographs in the setting. Parents give permission for children to have their picture taken and agree with the manager how the images can be used and where they can be shared. Staff share information with other settings that children attend. This helps to give an overall view of children's achievements and provides a shared approach to support their progress.

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

Some aspects of teaching are very strong. Children's imaginative skills are extremely well supported. Staff enthusiastically involve themselves in pretend play, offering suggestions, posing skilful questions and encouraging children's ideas. Children delight in their play as they eagerly take on the role of pirates and steer a 'ship' in search of treasure. Staff who work with toddlers focus closely on supporting them to develop good language skills. This contributes to the good achievements they demonstrate in this area of learning. Staff weave mathematical skills into activities. For example, two-year-old children join in a song, counting ducks while they play in the water tray. Older children learn about size and compare quantities while they make models with dough. Some children show strong skills in this area, accurately counting beyond ten.

### Personal development, behaviour and welfare are good

Staff manage children's behaviour effectively. They support children to work through minor conflicts and encourage them to think about one another's feelings. Children respond well, learn to manage their own frustrations and consider the needs of others. Staff work closely with parents to learn about children's care needs and preferences. They seek comments from parents about the nursery menu and fully consider dietary requirements and the safe management of children's allergies. Staff help children to manage tasks for themselves. For example, children take care of their own belongings and change their clothes before they attend another setting. This helps them to develop good independence and to prepare them for school. Children have plenty of opportunities for fresh air and exercise, which helps to promote their good health.

### Outcomes for children are good

Children develop skills in literacy that help to provide a secure foundation for later learning. Older children become familiar with letters and the sounds they make and identify the first letter of their name. Toddlers enjoy making marks with crayons and begin to draw simple shapes, such as circles. Children develop good social skills and learn to cooperate. They share and take turns during their play, for example, as they wait their turn to ride on a bike. Children begin to cooperate, which is demonstrated when they work together to build enclosures and structures in the construction area. They pass bricks to one another and hold towers steady to help their friends to balance more bricks on top.

## Setting details

<b>Unique reference number</b>	EY281726
<b>Local authority</b>	Redcar and Cleveland
<b>Inspection number</b>	10073356
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	62
<b>Number of children on roll</b>	70
<b>Name of registered person</b>	The Priory Day Nursery Limited
<b>Registered person unique reference number</b>	RP524033
<b>Date of previous inspection</b>	7 January 2016
<b>Telephone number</b>	01642 456277

Top Tots Daycare registered in 2004. The nursery employs 12 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 or above. 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.

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