

Inspection of Tops Day Nurseries - Bournemouth

Royal Bournemouth Hospital, Castle Lane East, Bournemouth, Dorset BH7 7DW

Inspection date: 9 October 2019

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children of all ages are settled and enjoy friendly relationships with staff, who interact well with them. Children are fully engaged in activities and show interest in the wide range of resources available. For example, children explored the theme of autumn and growing using soil and plant pots placed directly below a linked display for them to look at. Children of all ages enjoy outdoor play, with several rooms having direct access to outdoor play spaces. Children enthusiastically pushed each other on tricycles and built their own climbing apparatus with planks of wood and large reels. Staff provide reminders about sharing and taking turns and ask children if they are using their 'magnet eyes' and 'listening ears'. Children respond well. They are well behaved and listen to, and follow, instructions. For example, children held onto one another's shoulders as they queued up ready to go up the external staircase. Staff have high expectations of what children can achieve and adapt activities to ensure that they can all take part and get the most from them. Staff support children's communication skills effectively. They chat to them about what they are doing, ask them questions, such as which car is the fastest, and introduce new words, such as 'nervous'.

What does the early years setting do well and what does it need to do better?

- Children are confident to explore and make choices about their play. They help themselves to resources and decide which activities to do. Staff support these decisions and extend children's play effectively. For example, when young children show an interest in cards showing yoga positions, staff ask if they would like to go outside to do some yoga and enable them to do so.
- Staff know the children well. They accurately assess children's level of development, which enables them to plan carefully for the next steps in their learning and provide support if they are delayed in any area. They share relevant information about individual children with other staff to ensure that children are fully supported to make good progress from their individual starting points.
- There is a strong emphasis on supporting children's developing independence. Even younger children scrape their leftovers off their plates after lunch and attempt to manage the fastenings on their coats and shoes.
- Staff provide particularly good support for children with special educational needs and/or disabilities. They work in close partnership with the parents and other agencies, including speech and language therapists and occupational therapists, to ensure that they meet each child's needs as successfully as possible.
- Staff help children learn about how to keep themselves safe. When milk is spilled they talk about the risk of slipping and children clear it up. Children confidently tell others that knives can be dangerous.

- Managers continually develop the provision to ensure high standards. Staff discuss the changes that are being made in different rooms, such as rearranging furniture to make the most of play spaces and the further development of the baby room to include resources that allow the babies to pull themselves up and to climb.
- Staff caring for babies are particularly knowledgeable about how to meet the needs of younger children. They use this to provide a high standard of care and to support babies' emerging learning.
- Staff are respectful of children. For example, they ask permission to change their nappies. If a child is busy with an activity, staff let them finish what they are doing or save it for later before moving on to something new.
- There is a range of multicultural toys and books which staff use to help children learn about differences and similarities. However, there are few resources that reflect the specific backgrounds of children attending, to help them feel fully valued and welcome.
- In some rooms, routines at lunchtime are not fully effective in meeting children's needs. Some children become restless and upset as they wait for support from staff.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure understanding of the possible signs that a child is at possible risk of harm. They know what to do if they are worried about a child and are prepared to make a referral to the local authority themselves if they feel it is necessary. Staff knowledge of safeguarding is kept up to date through training, regular discussion at staff meetings and during one-to-one meetings between managers and staff. Managers respond quickly to any issues related to the safety of children to ensure that they are protected fully.

What does the setting need to do to improve?

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

- take further steps to value the backgrounds of children and families to help them feel even more welcome at the setting
- review lunchtime routines to enhance the care for young children and provide more support for those who are tired and need comforting.

Setting details

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| Unique reference number | 509660 |
| Local authority | Bournemouth, Christchurch & Poole |
| Inspection number | 10125161 |
| 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 to 4 |
| Total number of places | 133 |
| Number of children on roll | 207 |
| Name of registered person | Tops Day Nursery Limited |
| Registered person unique reference number | RP901328 |
| Telephone number | 01202 300688 |
| Date of previous inspection | 12 October 2016 |

Information about this early years setting

Tops Day Nurseries - Bournemouth registered in 2000. It is part of a chain of nurseries operating throughout the south region. It operates from a two-storey, purpose-built unit within the grounds of the Royal Bournemouth Hospital in Bournemouth. The nursery is open each weekday from 6am to 8pm for 52 weeks of the year, excluding Christmas Day, Boxing Day and New Year's Day. It receives funding for free early education for children aged two, three and four years. The nursery employs 46 staff who work directly with children. Of these, two hold qualified teacher status, two have qualifications at level 5, one has a qualification at level 4, 26 have qualifications at level 3 and 10 hold a qualification at level 2.

Information about this inspection

Inspectors

Catherine Sample
Kelly Sunderland

Inspection activities

- The inspectors spoke to parents, staff and children during the inspection.
- The lead inspector carried out a joint observation with the manager.
- The inspector observed staff interactions with children both inside and outdoors.
- The lead inspector held a meeting with the manager.
- The inspectors sampled documentation, including proof of staff suitability and records relating to children.

We carried out this inspection 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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