

# Inspection of Tops Yeovil

127 St Michael's Avenue, YEOVIL, Somerset BA21 4LW

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Inspection date:

28 November 2019

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## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Not applicable

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

There are some potential hazards in the outdoor area which put children at risk of harm. Staff do not use effective risk assessments of the outdoor area to ensure children remain safe. Although managers have followed a robust cleaning process, they have not fully considered where they store the debris, such as animal bedding, which poses a potential risk to children as they play.

The quality of teaching is variable for older children. Some staff interact well with children to support their developing skills. However, although some children show a love of books, staff do not read these in a manner to excite and engage children to help them extend their thinking and ideas and expand their vocabulary. This leaves some children disinterested and children lose focus. Generally, children behave well. Staff are good role models and have a calm approach. Babies and young children listen well to requests and instructions, such as helping to tidy away, and receive praise for their actions. On occasion, staff do not help older children to understand behavioural expectations. Consequently, children do not always know how to resolve conflicts independently and build relationships in preparation for school.

Staff support children's emotional well-being effectively. Children benefit greatly from close and nurturing relationships with familiar staff who help them to settle quickly. In particular, babies respond well to the close bonds they form with their key person who knows them well, provides reassurance and offers a safe place for them to play and learn.

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

- Although leaders and managers have taken some appropriate action to ensure the good health of children, they have not informed Ofsted of the infestation, which is an offence. Staff do not use risk assessments effectively to protect children fully when they play outside. They do not use all opportunities to help children understand how to keep themselves safe and assess risk. For example, when children place a long hose in their mouth and run around the equipment outside, staff do not encourage children to think about the potential risk and explain to them the possible consequences to help them assess risk for themselves in the future.
- The newly appointed manager has an overview of what works well at the nursery and has identified some areas for improvement, such as staff training to raise the quality of teaching. Future improvements include the development of the outside area to provide a sand kitchen to complement the skills children learn at the 'cooking school'. Managers encourage staff to be involved in evaluating their rooms and planning ways forward to raise outcomes for

children.

- Staff know their children and plan appropriately for their future learning. This is evident in the use of recent training on schemas and the well-planned environments that spark children's imagination. However, the quality of teaching is variable and not all children benefit from positive interactions to entice their learning. For example, some staff do not extend older children's learning outside to develop their social interactions and effectively question them to challenge their thinking and ideas when engaging in imaginative play.
- Staff support children with special educational needs and/or disabilities well. They identify gaps in learning and address these promptly to help children make progress from their starting points. Staff carefully plan opportunities to help children focus on specific tasks and interact with others, such as singing familiar songs or developing their creativity.
- Babies and young children enthusiastically participate in group singing activities. Children listen to the music, sway in time, and, those who are able, follow the actions. Staff challenge young children well and provide them with wooden sticks to accompany their singing. Children thoroughly enjoy moving around the room exploring the different sounds they can make as they tap the floor, furniture and other resources.
- Parents are complimentary of the service provided and feel well informed of their children's care and learning, such as when staff change nappies, what they eat and when they sleep. Staff work closely with parents to gather useful information about children's starting points as children begin to attend the setting. Staff meet the youngest children's individual care needs efficiently. Staff encourage parents to contribute to their children's learning, for instance sharing celebrations such as Thanksgiving.
- Staff encourage children to be independent from an early age. Younger children can find their drink cups easily using the photograph on the key ring to identify their personal cup. Staff encourage children to be involved in re-dressing themselves after they have had a nappy change. Older children help to serve their lunch, developing good hand-eye coordination.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers have appropriate systems to recruit new staff and students and provide them with appropriate induction training to ensure they are suitable for their role. This includes arrangements for their ongoing suitability and professional development. Leaders, managers and staff have all attended safeguarding training that includes wider safeguarding issues. They have good understanding of the possible signs of abuse, including female genital mutilation and radicalisation. They are familiar with the procedure to follow should they have a concern about a child or a member of staff. Leaders, managers and staff provide a secure environment and implement effective procedures to enable the safe collection of children by known and authorised adults.

**What does the setting need to do to improve?**

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

|   | <b>Due date</b> |
|---|-----------------|
| ensure effective risk assessments of the garden are completed before use and that staff understand their responsibility to manage potential risks to protect children | 20/12/2019      |
| develop consistency in the quality of teaching, especially to provide children with exciting and engaging stories to support new ideas and developing vocabulary.     | 20/12/2019      |

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

- use all opportunities to help children understand how to keep themselves safe and to understand behavioural expectations.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY563167  |
| <b>Local authority</b>                           | Somerset  |
| <b>Inspection number</b>                         | 10131710  |
| <b>Type of provision</b>                         | Childcare on non-domestic premises                  |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register |
| <b>Day care type</b>                             | Full day care                                       |
| <b>Age range of children</b>                     | 0 to 4  |
| <b>Total number of places</b>                    | 44  |
| <b>Number of children on roll</b>                | 67  |
| <b>Name of registered person</b>                 | Tops Day Nursery Limited                            |
| <b>Registered person unique reference number</b> | RP901328  |
| <b>Telephone number</b>                          | 01935 420255  |
| <b>Date of previous inspection</b>               | Not applicable                                      |

## Information about this early years setting

Tops Yeovil registered in 2018 and is situated in Yeovil, Somerset. The nursery opens daily from 7.30am until 6pm throughout the year. It provides funding for free early education for children aged two, three and four years. The manager holds an early years qualification at level 3. She is supported by 14 staff; of these, two have early years qualifications at level 6 and six have early years qualifications at level 3.

## Information about this inspection

### Inspector

Rachael Williams

## Inspection activities

- The inspection was carried out following the risk assessment process.
- Discussions were held with leaders, staff, parents and children at convenient times during the inspection.
- The inspector and manager completed two joint observations and a learning walk.
- A leadership meeting was held, which included discussions regarding staff recruitment, induction and ongoing suitability arrangements.
- A sample of required documentation was observed.
- The inspector observed staff interactions with children as they played, inside and outside, and discussed children's learning and progress.

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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