

Inspection of Tops Salisbury

Salisbury District Hospital, Salisbury SP2 8BJ

Inspection date:

7 January 2020

Overall effectiveness

Requires improvement

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

The nursery has undergone a period of change, and management and staff have worked well to minimise the impact on children's well-being. Children are happy and most settle well. They have fun looking at the nursery's chickens and talk about what they eat and the noise they make. Staff talk to the children about where eggs come from, helping to extend their understanding of the world around them.

Activities and routines are not always planned effectively. For example, a group of children wait to stir the play dough mixture, and although they are patient, they become bored as they wait for the bowl to get to them. Once they have a piece of dough each to play with, they become animated and interested in the activity once again.

Babies enjoy good levels of care and attention. They are encouraged to be independent from an early age. They access the low-level storage baskets during craft activities, but sometimes find the resources inside limited. Overall, the quality of teaching in the pre-school room is strong. Here, children recognise the letters that make up their name. Staff place a strong emphasis on children's safety and remind them how to stay safe as they play.

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

- The new manager has quickly identified areas of development and has started to make changes throughout the nursery. However, these are in the early stages and have not yet made a sufficient impact. The manager has a comprehensive action plan and knows what the team needs to do to make improvements.
- Children are independent and most show good levels of confidence. They play well together and behave well. Staff are positive role models and encourage children to take turns, share and be kind. For example, when one child slips, another quickly comforts them and gives them a cuddle.
- The quality of teaching is inconsistent. Some activities are organised effectively and enable children to engage well in their learning. However, sometimes staff do not notice quieter children who, while safe, wander aimlessly and are not supported to engage in purposeful play.
- Staff feel well supported by the new management and are keen to undertake further training opportunities to enable them improve their practice.
- Staff meet the care needs of the very youngest children well. They share information regularly with each other to ensure they know what each child requires. Babies feel emotionally secure. However, staff do not always understand how to challenge young children effectively and extend their learning as they play.

- Staff keep parents informed of children's progress regularly through an online system. Parents have opportunities to contribute to children's learning. They are happy with the care provided and say staff are caring and welcoming.
- At times, the environment for the two-year-old children becomes chaotic and limits their learning opportunities, causing some to become unsettled. Those engaged in small activities focus well and enjoy their learning.
- Children enjoy healthy meals and snacks. Hot meals are cooked from scratch and take into account children's dietary needs and health issues. Children help to cut salad vegetables to eat with dips at snack time. Staff support their understanding of keeping healthy as they talk about the importance of washing their hands before eating.
- Staff are learning the skills they need to support children's learning through the nursery mentor and through training opportunities. This support is helping to raise the quality of teaching, but has not yet resulted in consistency across the nursery. Consequently, there are times when children are not fully motivated or lose interest. For example, while children participate in group activities, the flow is interrupted and teaching opportunities are lost.
- Pre-school children learn the skills they need in preparation for school. They dress themselves for outdoor play and behave well. They are beginning to identify letters and many count with confidence.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is effective and staff are clear about how to recognise when a child may be at risk of harm. They know how to refer any concerns to the appropriate authorities either through the lead safeguarding officer, or independently if necessary. Recent and regular safeguarding training, as well as discussions during staff meetings, provide staff with a confident and secure knowledge of child protection. The environment is safe and staff encourage children to manage their own risks. For example, children handle small serrated knives carefully as they cut tomatoes and cucumber for their snack.

What does the setting need to do to improve?

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

- develop staff practice further to improve of the quality of teaching throughout the nursery and to ensure staff are secure in their roles and responsibilities
- implement the planned improvements to develop the organisation of the environment, so that children are positively engaged in meaningful learning opportunities during both child-initiated and adult-led activities.

Setting details

Unique reference number	EY546902
Local authority	Wiltshire
Inspection number	10130487
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	0 to 8
Total number of places	100
Number of children on roll	106
Name of registered person	Tops Day Nursery Limited
Registered person unique reference number	RP901328
Telephone number	01202 551553
Date of previous inspection	Not applicable

Information about this early years setting

Tops Salisbury registered in 2017 and operates from premises in the grounds of Salisbury Hospital. The nursery opens Monday to Friday from 6am to 8pm, all year round, with the exception of bank holidays. Earlier and later opening times are subject to demand, and a holiday club is provided for children up to the age of 14 years during school holidays. The nursery provides funded education for two-, three- and four-year-olds. It employs 19 staff who work directly with the children, including the manager. The manager and one other member of staff hold early years professional status, and all other staff hold early years qualifications at levels 2, 3 and 5.

Information about this inspection

Inspectors

Anne Mitchell
Catherine Sample

Inspection activities

- The inspectors observed staff interaction with children and play activities both indoors and outside, to assess the impact of teaching and learning.
- One inspector met with the manager to discuss safeguarding, staff recruitment and support, and the planned improvements.
- Two joint observations took place with the manager and each of the inspectors.
- Both inspectors spoke to staff, children and parents at appropriate times throughout the inspection.
- One inspector looked at relevant documentation relating to staff suitability.

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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