

# Inspection of Tops Efford

375 Blandford Road, Efford, Plymouth, Devon PL3 6JD

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Inspection date: 9 July 2021

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is good**

Children feel safe and secure as they confidently explore the variety of exciting spaces at this setting. They independently choose from a range of activities and toys, which are provided based on their interests. Children demonstrate a positive attitude to their learning and staff support them to take pride in their achievements.

Babies and older children have warm and trusting relationships with the adults who care for them. Staff are respectful and attentive to children's needs and they offer comfort and kindness. Children are well behaved and understand the expectations of the setting. They are encouraged to share their ideas. For example, they suggested adding bird boxes in the garden, which the setting has done.

The setting has high expectations of children. Staff support children well, including those with special educational needs and/or disabilities, to make good progress in their learning and development. This helps to prepare children with the necessary skills and knowledge for later learning.

The setting has made some changes as a result of the COVID-19 (coronavirus) pandemic to ensure children's safety. For example, to avoid cross-contamination, parents drop off and collect their children at the door. New parents are given an opportunity to view the setting before their children start.

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

- Staff provide children with a wide range of opportunities to develop their physical skills. For example, children enjoy climbing and balancing on suitable equipment. Babies and toddlers use tools to fill and empty containers or to mix play dough. Children are physically active and show good levels of control and coordination.
- Staff read to children in a way that engages them and they introduce children to new vocabulary. For instance, they explain that a lion has a mane, and name different insects. Children with communication difficulties are taught to sign.
- Staff provide good opportunities for children to develop their understanding of mathematical concepts. They talk to babies and toddlers about size and shape. Older children learn to count and estimate confidently.
- Staff follow the children's interests when planning activities that children participate in. However, on occasion, the activities for older children are not challenging enough to help them develop detailed knowledge and skills.
- The setting engages effectively with parents and the local community. They have good partnerships with schools and other services. Parents speak highly of the setting and the support they provide for the children and their families.

- Staff support the personal needs and routines of the babies and toddlers. They encourage children to be independent in their self-help skills. As a result, older children are learning how to take care of themselves. They use the toilet and wash their hands independently, serve their own food, pour drinks and return their dishes after eating.
- The setting is committed to sustainable practice and teaches the children about looking after their environment. Children learn to plant seeds and grow their own vegetables. Staff teach them where food comes from and how to have a healthy diet. Children also have opportunities to cook their own food.
- The manager has good intentions to support children to understand and express their feelings. Staff are very responsive to children when they are upset. However, at times, they miss opportunities to talk to children about how they are feeling.
- Children are supported to understand diversity in age-appropriate ways. The setting promotes respect and prepares children for life in modern Britain. Children are beginning to understand what makes them unique.
- The manager is committed to delivering high-quality care and education for all children who attend the setting. She makes use of additional funding to give children access to opportunities that enrich their learning. She shows great concern for the difficulties that some children experience and makes every effort to support them.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager responds appropriately to any concerns that she may have about a child's welfare. She ensures that staff keep their child protection knowledge up to date. Staff know the signs that may indicate that a child is at risk from harm. They understand how to report concerns about a child's welfare or about a member of staff. When recruiting new staff, leaders follow a thorough process to ensure staff are suitable for their roles. Staff ensure that children are safe in the setting and respond quickly to identify and remove any potential hazards.

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

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

- support staff to consistently plan suitably challenging activities for the children to help them make the best possible progress in their learning and development
- support staff to teach children the language of feelings to help them to further develop emotional literacy.

## Setting details

<b>Unique reference number</b>	EY562851
<b>Local authority</b>	Plymouth
<b>Inspection number</b>	10190945
<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 at time of inspection</b>	0 to 4
<b>Total number of places</b>	68
<b>Number of children on roll</b>	83
<b>Name of registered person</b>	Tops Day Nursery Limited
<b>Registered person unique reference number</b>	RP901328
<b>Telephone number</b>	01752 771199
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Tops Efford registered in 2018 and is located in Plymouth. The nursery is part of the Tops chain of nurseries. The nursery employs 10 members of staff. Of these, the manager holds a recognised early years qualification at level 7, four members of staff hold qualifications at level 3 and three members of staff hold qualifications at level 2. The nursery opens Monday to Friday all year round.

## Information about this inspection

### Inspector

Den Russell

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The manager and the inspector went on a learning walk across all areas of the nursery and discussed how the early years provision and curriculum are organised.
- The manager and the inspector jointly observed and evaluated an activity.
- The nursery manager discussed the leadership of the setting with the inspector.
- The inspector spoke to children and parents to gather their views.

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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