

Inspection of Tops Yeovil

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

Inspection date: 26 August 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Babies form close bonds with familiar adults who meet their individual care needs efficiently. Babies check in regularly with staff, who provide reassurance. They are cuddled close when they feed, and staff stay close and encourage them to self-soothe as they fall to sleep. Children have good emotional security, especially as they move on to new rooms. Staff use effective arrangements to ensure key people share information such as healthcare plans, interests and next steps to enable children to settle quickly.

Children gain good independence. For example, they make good attempts to dress themselves after they have used the potty and serve themselves at lunchtime. The environment is organised well to help children make decisions about their play.

Children are motivated to learn. Toddlers show interest in books. They listen well to the rhyming story and predict what number will come next. Staff demonstrate the number with their fingers, helping children to represent them with their fingers and to recite numbers in sequence.

Pre-school children enjoy group activities, which encourage their listening and attention skills in preparation for school. For example, children keenly listen to the sound of the tambourine and identify who has moved it from under their chair. Children engage well and are enthusiastic to be involved, taking turns well.

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

- Staff know children well and use their current interests and individual patterns of learning to plan enticing environments and experiences. Staff make good use of their regular observations to provide children with a broad range of experiences, which builds on children's knowledge and what they need to learn next. Observations build up over time and reflect children's good progress from their starting points.
- Staff in the baby room have carefully considered the curriculum to ensure they provide exciting activities, alongside meeting children's individual care needs and routines. There are spontaneous opportunities for children to engage in a story or to participate in rhymes and songs. Staff effectively support individual children. For example, they offer the youngest babies 'tummy time' activities to help their core strength.
- Leaders and managers have reflected well on the outdoor environment. They have used staff's ideas to develop an inviting space, which encourages children's exploration and imagination. For example, children keenly investigate the dedicated area to look for bugs. Staff use visual reminders to support learning and children regularly check the board to see what they have found and what to

look for next. Staff encourage conversations, questioning children well to support their developing language skills. However, staff do not always extend children's curiosity with appropriate tools to support their investigations.

- Children's care needs are met well. For example, staff work well in partnership with parents to support toilet training. Staff offer the potty regularly, praise attempts and use the magnetic reward chart to celebrate achievements. Staff follow robust hygiene practices. For example, they empty and sterilise the used potty and encourage children to wash their hands. Babies communicate their needs well. For example, they pat the table to make it known that they want more banana when they are hungry.
- There are effective settling-in arrangements. Staff work closely with parents to gather relevant information to meet children's individual needs. Staff make initial observations during visits and ensure that resources that children have shown an interest in are readily available to help them settle quickly. Staff take time to introduce babies to the wider nursery environment. Babies play on the enclosed decking area initially so they acclimatise to the larger outdoor area and greater noise levels.
- Staff recognise when children are becoming restless when they have been sat for too long, waiting for a delayed lunch, and quickly distract them. They suggest 'Boogie Mites' to support children's physical development. Children enthusiastically follow the actions, moving in different ways and clapping to the rhythm.
- Older children are supported well to make good decisions. For example, staff explain the potential risk of using a glass in the water tray. They help them decide on a safer option so that they can continue their explorations. Staff consistently praise good behaviour to help children learn expectations. On occasion, staff do not consider all risks when preparing for younger children's mealtimes. For example, they do not identify where feeding chairs are needed so that they are positioned ready for children to eat and, therefore, lift them into place.
- Leaders and managers provide good opportunities for staff to engage in relevant training. More recently, staff received support in identifying how each child learns and their patterns of play. This has greatly supported them in offering specific opportunities to engage children in their learning. Regular staff meetings and supervision meetings enable staff to share good practice and engage in professional discussions. Staff's emotional well-being is carefully considered and there is good teamwork.

Safeguarding

The arrangements for safeguarding are effective.

Staff follow policies and procedures effectively to keep children safe. Premises are secure and there are good arrangements for the safe collection of children. Staff show good knowledge of the possible signs that a child is at risk of harm. They understand who to report their concerns to and the procedure to follow should a concern arise. Leaders and managers communicate effectively with outside

agencies, working closely with them to protect children. There are robust systems to ensure any allegations made against an adult working at the setting are managed efficiently. There are good systems in place to ensure that staff are suitable for their role. There are robust recruitment and induction arrangements.

What does the setting need to do to improve?

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

- review the organisation of mealtimes for the youngest children to ensure furniture and equipment are correctly positioned and ready for use
- make sure children have appropriate tools for activities in order to challenge their exploration and investigation skills.

Setting details

Unique reference number	EY563167
Local authority	Somerset
Inspection number	10133363
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 at time of inspection	0 to 4
Total number of places	52
Number of children on roll	100
Name of registered person	Tops Day Nursery Limited
Registered person unique reference number	RP901328
Telephone number	01935 420255
Date of previous inspection	28 November 2019

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 5. She is supported by 13 staff; of these, two hold early years qualifications at level 5, five hold early years qualifications at level 3 and two hold early years qualifications at level 2.

Information about this inspection

Inspector

Rachael Williams

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) 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 took the inspector on a learning walk to discuss how they plan for children's learning.
- The manager completed a joint observation with the inspector and discussed the quality of teaching.
- The inspector spoke to parents, children and staff at convenient times during the inspection.
- A leadership and management meeting was held with the manager and a support manager.
- A sample of documentation was viewed.

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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