

# Inspection of Tops Salisbury

Salisbury District Hospital, Salisbury SP2 8BJ

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Inspection date: 25 August 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	Requires improvement

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

### **The provision is good**

Children arrive at the nursery excited and ready to explore. They separate with ease from parents as a familiar member of staff welcomes them. Children are confident and quickly make choices in how they will play. A broad curriculum is planned by staff that closely reflects children's interests and learning styles. Staff are enthusiastic and engage well with children as they play. They understand what children need to learn and play alongside them to extend their learning further. For example, pre-school children enjoy innovative activities in which they learn about animals from around the world. Staff introduce more unusual animals to promote interest and increase children's vocabulary and understanding of the world.

Staff prioritise supporting children's well-being and personal development. Staff are caring and patient. For example, they give younger children time to help with their care needs, such as pulling up their own trousers after a nappy change. Consistent strategies such as the 'worry monster', are used throughout the nursery. These comfort children and encourage them to share any concerns so that these can be overcome. Children understand how to behave. Staff constantly praise and reward children for their good behaviour, helping children to feel proud and form good relationships.

The nursery team have worked hard during the COVID-19 (coronavirus) pandemic to maintain good communication with parents and children. For example, changes have been made to collection and drop off to minimise the risk of infection. However, parents report that they get plenty of information about children's experiences and learning through daily discussions with staff and online learning records.

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

- Staff receive good support from managers. Staff have received training that helps them to consider how children prefer to learn. They skilfully use this when planning and providing activities. As a result, children receive learning experiences that reflect their interests and help them make good progress. For example, staff working with the younger children provide slopes to roll balls, pour water or slide themselves down, in response to their interest in moving things.
- There are a good range of activities available to children, both indoors and out. Older children enjoy their time in the holiday club, where they join in games, cookery activities and go on local outings. Occasionally, staff do not fully consider the best place to complete an activity, to ensure children benefit from it fully. For example, when a group of older children take part in a phonics activity, the room is very noisy. This means that the activity does not sustain children's

interest for as long as possible.

- Managers support new staff by providing a thorough induction. Staff understand their roles and responsibilities well. Observations of staff practice help to identify where staff may need additional support, and informs training plans. This helps to ensure staff work consistently to support children's needs.
- Partnerships with parents are strong. Staff and parents frequently share information to ensure that children's individual needs, including any medical needs, are well known and supported. Information is shared with other settings children also attend to promote consistency. However, for those children transitioning to school, staff do not always share information as early as possible to ensure school staff are clear about children's needs.
- Staff adapt the curriculum effectively to support all children's needs. This includes children with special educational needs and/or disabilities and those who speak English as an additional language. Staff implement strategies, such as using simple sign language. This helps children to understand what is expected of them. For example, staff use a visual sign and speech when they remind children to sit down to eat their lunch.
- Children show high levels of confidence and self-esteem. They learn to show respect for their friends as they play, as staff help them to share and take turns. Older children show how they can work together, for example, as they mix sand, bark and water in the mud kitchen, to create unique cement for their building project.
- Children understand the importance of keeping healthy. They are taught about good hygiene routines, including learning how to clean their teeth thoroughly. Children enjoy the tasty and nutritious hot meals. The nursery has a policy of adding no extra sugar or salt in dishes, to support children's long term health.
- Children are confident to use language. From an early age, staff value what children have to say. For instance, staff listen and respond when younger children babble as they point at the photographs on the wall.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff and leaders understand their responsibilities with regard to child protection. Frequent training and staff meetings help to ensure that all staff have a broad awareness of possible indicators that may mean a child is at risk of harm. Staff know how to respond to, and escalate, any concerns. New staff are thoroughly vetted and annual reviews of suitability help to ensure that staff are suitable to work with children. Risk assessments help to ensure staff maintain a safe and secure environment. Staff supervise children well. Staff ratios are maintained and managers provide additional support when necessary.

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

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

- ensure staff consider how the environment impacts on children's learning, and are able to adapt activities so that children benefit from the very best learning experiences
- share information with schools as early as possible, to ensure they have detailed information about children's individual needs before they start.

## Setting details

<b>Unique reference number</b>	EY546902
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	10139629
<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 at time of inspection</b>	0 to 12
<b>Total number of places</b>	113
<b>Number of children on roll</b>	179
<b>Name of registered person</b>	Tops Day Nursery Limited
<b>Registered person unique reference number</b>	RP901328
<b>Telephone number</b>	01722 786393
<b>Date of previous inspection</b>	7 January 2020

## 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. 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 18 staff who work directly with the children, including the manager. The manager and one other member of staff hold a level 5 qualification in early years and childcare. All other staff, apart from one, hold early years qualifications at levels 1, 2, 3.

## Information about this inspection

### Inspectors

Samantha Powis  
Bridget Copson

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The inspectors and managers toured the premises and discussed how the curriculum is planned to meet children's needs.
- The views of parents were taken into account. The inspectors spoke with children and staff at appropriate times.
- A sample of documentation was reviewed, including evidence of Disclosure and Barring Service checks, staff qualifications and safeguarding records.
- Managers and inspectors observed activities and shared their views about the effectiveness of the activity and the procedures for staff professional development.
- Leadership and management, including procedures for staff recruitment, were discussed.

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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