

Inspection of Tops Babbacombe

Tops Babbacombe, 133 Babbacombe Road, Torquay TQ1 3SR

Inspection date: 19 October 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children and babies arrive happily at the setting. Babies beam at staff as staff greet them at the door and pre-school children enter the setting excitedly and confidently. Children settle quickly and are keen to explore the activities. Pre-school children paint with cotton balls to make marks on paper, developing their early writing skills. Toddlers use different tools to roll, knead and flatten play dough, which strengthens their hand muscles and supports their coordination. Babies receive encouragement to develop their physical skills, such as to progress from standing to walking without support. Children have plenty of opportunities to make choices and develop their independence. Pre-school children pour their own drinks and toddlers are helped to learn to use cutlery to feed themselves. Staff use what they know about how individual children play to plan for their learning and help them make good progress.

Following the COVID-19 pandemic, the managers offered settling-in sessions to children to build their confidence as they returned to the setting. Staff promote children's emotional well-being and offer them opportunities to express their feelings, such as when playing with puppets. Babies are affectionate toward staff and confidently approach them for comfort and reassurance, which shows that babies feel happy and secure. Pre-school children invite staff to join in with their games, demonstrating their good relationships. Children are kind and caring and staff support their social skills, such as learning to share.

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

- Older children learn to speak clearly and develop their knowledge of words and phrases. They joyfully join in when staff sing songs and copy the actions to their favourite rhymes.
- Staff recognise children's interests and plan a broad and varied curriculum that captures children's attention. Children are curious and demonstrate positive attitudes towards learning. At times, staff do not have a clear enough focus about what they want individual children to learn or what skills they can practise during adult-led activities.
- Staff use effective strategies to support children's positive behaviour. For example, children have time to reflect on their actions in a calm space with adult support. Children have high levels of respect for one another and form positive relationships with other children and staff. Staff support children to take turns, such as when children play with the slide. Children learn to wait for their turn patiently and enjoy playing with their friends.
- Parents are happy with the support they receive from the setting. For example, staff share ideas with parents so they can work together to provide consistency for children's potty training. Parents say new children have settled into the

setting well and talk positively about their child's key person and the relationship staff have with their child. However, staff do not always inform parents about the current focus of learning for their children so they can extend this further at home.

- Staff develop effective strategies to help children with special educational needs and/or disabilities. For example, they use picture cards and visual aids to support children's understanding and create individual plans to target any gaps in learning. Staff support children to manage their feelings and emotions effectively, such as by providing a quiet and calming space for them. Children quickly relax in the safe and secure space and develop strong bonds with the attentive staff.
- Staff meet children's care needs effectively. For example, they comfort young children as they fall asleep. Staff teach children the importance of brushing their teeth regularly and to rest and sleep when tired. This helps children to understand the importance of looking after themselves as part of a healthy lifestyle.
- The manager has an ambitious vision for the nursery and strives to improve children's language development. For example, she spends time in each room of the setting to model effective language to all staff, engaging children in conversations and introducing new words. Children express their thoughts and ideas confidently, using a broad vocabulary. For example, they describe the texture of the play dough using words such as 'wet' and 'sticky'.
- Staff have continuous opportunities to improve and develop their skills, including through ongoing training. For example, staff have completed a course to develop their knowledge of how to build children's confidence. This has had a positive impact on children's self-esteem at the setting.

Safeguarding

The arrangements for safeguarding are effective.

The managers and staff have a good understanding of child protection and wider safeguarding issues and know what steps to take in order to protect children. The managers have robust recruitment procedures, including to check the suitability of new staff. Thorough induction procedures include a training programme to ensure that new staff have a sound knowledge of their role. Staff support pre-school children to check the play areas to teach them to recognise and identify risks for themselves.

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 focus more clearly on what they want individual children to learn during adult-led activities

- share information with parents about what their children are currently learning to enable them to extend children's learning at home.

Setting details

Unique reference number	EY562854
Local authority	Torbay
Inspection number	10194285
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	50
Number of children on roll	45
Name of registered person	Tops Day Nursery Limited
Registered person unique reference number	RP901328
Telephone number	01803 311442
Date of previous inspection	Not applicable

Information about this early years setting

Tops Babbacombe registered in 2018 in Torbay. The manager holds a level 4 qualification. Six further staff hold appropriate qualifications between levels 2 and 5. The setting is open from 6am to 8pm, Monday to Friday, all year round. The setting receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Hannah Williamson

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector and a manager carried out a joint observation to discuss the quality of teaching for children.
- The inspector spoke to children, staff, and parents to gain their views.
- The inspector observed interactions between staff and children to identify the support they receive.
- The inspector held a meeting with the managers and examined documents, such as staff's suitability records.
- A manager spoke with the inspector about how they plan for children's needs and implement the curriculum.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021