

Inspection of Tops Day Nurseries - Portsmouth

QUEEN ALEXANDRA HOSPITAL SOUTHWICK HILL ROAD, COSHAM, PORTSMOUTH,
HAMPSHIRE PO6 3LY

Inspection date: 12 January 2022

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

What is it like to attend this early years setting?

The provision requires improvement

Children receive a warm welcome when they arrive at the nursery. Staff offer reassurances when children are upset. For example, younger children enjoy a cuddle in the cosy area. However, communication between key persons, staff and parents varies across the nursery.

Overall, staff understand how children learn and provide stimulating opportunities to help them progress. Babies squeal excitedly as they discover creatures hidden in the sand. They eagerly uncover more animals and enjoy the repetition of the play. Staff extend children's vocabulary well by introducing new words and language. Children are interested in the variety of books available and look at these independently. They listen with enthusiasm and are keen to join in during group story time.

In the pre-school room, children enjoy using lolly sticks to mark make in the sand and copy letters from the cards. This helps to develop their physical skills and encourages letter recognition. Children are familiar with established routines and all staff share high expectations of behaviour. Children behave well.

Children have access to outdoor space and enjoy the fresh air and exercise. Children with special educational needs/and or disabilities receive extra support from staff to access and enjoy the experiences on offer.

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

- The new manager focuses on staff morale and well-being. His positive approach and new incentives have resulted in staff improvements since the last inspection. Staff speak highly of the support they are given to fulfil their roles, which they carry out with enthusiasm.
- The management team reflects on the quality of the education and provides staff with regular coaching. Supervision meetings identify and target any areas for improvement. However, they do not monitor staff's use of risk assessments closely enough. Although arrangements are in place for staff to complete daily checks on the outdoor environment, at times, these are not always completed thoroughly. This means that children play in messy, unprepared areas.
- Children benefit from the healthy, home-cooked meals which include a range of vegetables. Staff are good role models and support children's social skills. For example, they sit with the children during mealtimes and provide them with encouragement to promote their independence. Some children access 'cooking school' led by the chef and learn how to make healthy food, such as banana lollipops.
- Key persons have a wealth of information about their children, but this is not

always passed on to the new staff member when the children transition to the next group. This means that some children may not have their needs completely met on arrival to their new room.

- Parents speak highly of the nursery. However, not all parents know their child's key person or next steps in learning. This means that parents are not able to fully support their children's development at home.
- The management team has aspirations for children to respect their environment. However, sometimes, staff do not encourage children to care for their resources and equipment. Although children's behaviour is good, at times they are seen to stand on books, and resources are left strewn on the floor.
- Members of the management team have a clear and ambitious curriculum for children. They ensure that staff have a good understanding of how children learn and develop. Staff implement exciting activities which engage and motivate children. For example, children acquire new words, such as 'enamel', as they take part in an activity looking at their teeth. Children engage in conversations about visits to the dentist, their teeth and the tooth fairy.
- Children with special educational needs and/or disabilities are identified and action is taken to ensure that they gain the support that they require. For example, the special educational needs coordinator has formed relationships with key agencies and has regular discussions with them about specific children.
- Throughout the nursery, there is a focus on communication and language. Staff sing to the children regularly in small groups and spontaneously in play. Children join in with enthusiasm and often will suggest a favourite rhyme.

Safeguarding

The arrangements for safeguarding are effective.

Since the last inspection, managers and staff have undertaken additional safeguarding training to extend their knowledge. Staff are familiar with the signs and symptoms of abuse and are aware of the procedures to follow if they have concerns about children's welfare. Safeguarding discussions are included in all meetings to ensure that staff have an understanding of their roles and responsibilities to protect children. Staff have a good knowledge of wider safeguarding issues such as female genital mutilation and radicalisation. They know the whistleblowing process and who to go to either within the organisation or outside if they have concerns about staff practice.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
--	-----------------

ensure staff implement effective risk assessments to identify and minimise any potential hazards for children in the outdoor areas.	26/01/2022
---	------------

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

- further develop information sharing between key persons when children visit or move from one room to another
- strengthen the communication with parents to ensure that they are fully aware of their key person and next steps in learning
- develop staff knowledge on how they can encourage children to care for their environment, equipment and resources.

Setting details

Unique reference number	EY281231
Local authority	Portsmouth
Inspection number	10216527
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	0 to 4
Total number of places	115
Number of children on roll	246
Name of registered person	Tops Day Nursery Limited
Registered person unique reference number	RP901328
Telephone number	02392 215786
Date of previous inspection	2 June 2021

Information about this early years setting

Tops Day Nurseries - Portsmouth registered in 2004 and operates from the grounds of the Queen Alexandra Hospital. It is open Monday to Friday from 6am until 8pm, all year round, except for Christmas Day, Boxing Day and New Year's Day. It receives funding to provide free early years education for children aged two, three and four years. The nursery employs 28 staff to work with the children. Of these, two hold early years professional status and 22 hold appropriate qualifications in early years childcare and learning.

Information about this inspection

Inspectors

Lindsay Osman
Lorraine Wardlaw

Inspection activities

- The inspectors discussed any continued impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The manager and the inspectors completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspectors talked to staff at appropriate times during the inspection and took account of their views.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspectors spoke to several parents during the inspection and took account of their views.
- The inspectors looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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 2022