

# Inspection of Tops Southsea

16 Bruce Road, SOUTHSEA, Hampshire PO4 9RL

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Inspection date: 3 March 2022

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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 and babies feel safe and secure at the nursery. They demonstrate positive relationships with their key person. The leadership team has a clear understanding of the curriculum and maintain high expectations for staff and children. As a result, children enjoy rich play and language experiences and show high levels of motivation, curiosity, and independence.

Communication and literacy provision is strong throughout the nursery. Staff use stories to build on children's existing knowledge and expose them to new vocabulary. Children have many opportunities to explore these new words in their play experiences. For example, 'The billy goat gruff' story is re-enacted by the children using role play props that engage and excite them.

Staff create a stimulating, homely environment that nurtures a positive attitude to children's learning. They ensure that children's emotional needs are met with compassion and respect. This is evident in children's good behaviour and when they play harmoniously together. Children willingly take turns and share toys with each other. The manager actively engages with the local community, which enables children to go on trips to the local care home. At this time, children experience the wider world around them and excitedly share how they read their favourite stories to the residents.

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

- Leaders have a clear and ambitious vision that is shared with the staff team. The well-constructed curriculum offers children meaningful experiences across all areas of learning. The children have access to a wide range of resources and experiences that motivate and inspire them to learn. Overall, staff show a good understanding of child development and the children's next steps. However, temporary staff used by the nursery are not aware of what the children they are working with need to learn next and are not able to support this learning effectively.
- The love for books is evident throughout the setting and children speak fondly of books that they have enjoyed. Staff actively engage the children with stories and introduce a wide range of vocabulary. However, at times some staff do not consistently use strategies to support the correct pronunciation for new words children have learned.
- Staff are quick to identify gaps in children's learning and make swift referrals to support children with special educational needs and/or disabilities (SEND) and children with English as an additional language (EAL). They have strategies in place to support children, however these are not consistently used throughout the nursery and this can prevent some children from making progress.

- Staff are excellent role models for the children. They support children's emotional well-being and help them to settle quickly. Children form strong attachments with their key person. Children demonstrate excellent behaviour and are highly motivated to learn. They show a high level of respect for each other and are confident in social situations. For example, the children show empathy for each other and reach out with reassurance when their friends are upset.
- Parents speak highly of the nursery. They know who their child's key person is and have regular conversations with them. Parents report that the staff know their children well and their children love coming to nursery.
- Children demonstrate high levels of confidence. They take responsibility for themselves and show great self-help skills. For example, at lunchtime children enjoy healthy cooked meals that they self-serve independently.
- Staff promote eco-sustainability within the setting. They share their vision with parents, promoting the use of reusable nappies and home-made wet wipes. The children learn to be respectful of nature and the living things within it. For example, the children are reminded to be kind to the insects they dig up in the garden and put them back safely.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and managers ensure that staff are suitably checked and safe to be working with children. The manager works closely with head office to ensure that the recruitment and induction process is robust. Staff receive regular training and have a sound knowledge of the signs of abuse including, female genital mutilation (FGM) and the 'Prevent duty'. The manager works with parents and refers to outside agencies to ensure that children are kept safe. Staff understand their role and procedures to follow if they have a concern about a child or a colleague. The premises are well maintained and secure.

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

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

- ensure that all staff use the strategies in place to support children's learning, including children with special educational needs and/or disabilities (SEND) and English as an additional language (EAL)
- ensure that all temporary staff have a good understanding of the children they are working with and are effectively able to support with their next steps in learning.

## Setting details

<b>Unique reference number</b>	2567291
<b>Local authority</b>	Portsmouth
<b>Inspection number</b>	10229341
<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>	3 to 4
<b>Total number of places</b>	
<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>	02392 421718
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Tops Southsea registered in 2020. It operates in the Southsea area of Portsmouth, Hampshire. The nursery is open all year round from 7.30am to 6.00pm, with the exception of bank holidays. The nursery provides care for children aged from three months, including an after-school and holiday provision for children up to the age of eight years. The nursery provides funded places for children aged two, three and four years. There are 14 members of staff and all hold appropriate childcare qualifications.

## Information about this inspection

### Inspector

Michelle Fountain

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of covid-19 of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed the interactions between staff and children.
- The special education needs coordinator spoke to the inspector about how they support children with SEND and EAL.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed the evidence of the suitability of staff.
- The manager and inspector carried out a joint observation on a communication and language activity.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years 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.

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