

Inspection of Tip Top Day Nursery Wednesbury

36a Holyhead Road, Wednesbury, Staffordshire WS10 7DF

Inspection date: 15 July 2022

| Overall effectiveness | Inadequate |
|--|-------------------|
| The quality of education | Inadequate |
| Behaviour and attitudes | Inadequate |
| Personal development | Inadequate |
| Leadership and management | Inadequate |
| Overall effectiveness at previous inspection | Not applicable |

What is it like to attend this early years setting?

The provision is inadequate

Children's health and well-being are at risk because staff are not fully vigilant in their observation of children. Although staff try to meet children's personal needs, they are unsuccessful. Therefore, toddlers sleep in wet and muddy clothes. Children self-serve their own drinks. This promotes their independence. However, toddlers need to stretch too far to reach the water dispenser, which is high above their heads. These risks go unnoticed by staff.

Children's welfare is compromised due to significant weaknesses in settling-in procedures. Staff place younger children in a higher-ability older age group room without their key person to support them. This has a negative impact on their learning and development.

The curriculum does not stimulate all children enough, including those for whom the provider receives additional funding. Children quickly move from one activity to another. At times, children show low levels of interest in their learning environment, and they stand disengaged.

Overall, children are happy. They can choose where they want to play. Outdoors, children have opportunities to move freely. They develop their gross-motor skills. For example, children are confident to ride a bicycle. They pedal the bicycle fast and slow. Younger children develop their fine-motor skills and hand-to-eye coordination as they carefully stack pegs on top of one another. Children sing songs. For example, they sing 'wash away the germs' while they wash their hands.

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

- Children's safety is compromised. Staff are not vigilant in assessing hazards in the environment and identifying potential risks to children. Managers implement secure procedures to record children's allergies. However, they do not monitor staff practice thoroughly enough to ensure they teach children good habits to keep their peers safe. Therefore, children walk round with cups of milk, and they tip their milk into the water where their peers play. This means that when children with dairy intolerances attend, their safety cannot be assured.
- Key-person procedures are not effective. Staff neglect to support all children to feel safe and settle quickly. Children who do not settle in their own learning environment, visit other rooms where siblings are. Key persons do not always share relevant information about children with other staff. As a result, staff cannot fully support children in the room they are visiting. Furthermore, children do not return to their main room until it benefits the routine.
- The manager conducts regular staff observations to identify any concerns in practice. However, procedures for monitoring practice are not effective because

managers and staff are not attentive to identify and meet all children's needs. Therefore, children with runny noses are unassisted while they play and interact with staff.

- Staff undertake assessments of children's development. They have overall intentions for all children's learning, including those children with special educational needs and/or disabilities. However, staff do not always implement a well-sequenced curriculum which provides children with sufficient challenge and excitement. Therefore, children's levels of concentration are low.
- Staff do not support children to display positive behaviours because their expectations for children's behaviour are too low. They understand the benefits of visual aids to support children's engagement but do not consistently use them for pre-school children. Children do not learn from staff what is acceptable behaviour from an early age.
- Staff encourage parents to visit the nursery and share their experiences of faith and culture. Children take part in activities to celebrate their peers' heritage. They develop an understanding of their community. Parents have mixed views about the experiences their children receive. They share concerns about the communication they receive from staff.
- The manager identifies the impact the COVID-19 pandemic has had on staff well-being. She implements schemes which ensure staff have their strengths recognised. The manager reflects on staff pressures and therefore operates an open-door policy. This supports staff to discuss their workload and any other concerns they may have.
- Pre-school staff work in partnership with school staff to support children's transitions. Teachers receive the information they need to assess children's learning and build on what they know and can do. Children look at photographs of their new schools on the internet. This enhances their confidence for the next stage of their education.

Safeguarding

The arrangements for safeguarding are not effective.

There are significant weaknesses in practice which have a negative impact on children's safety. Despite this, staff receive regular training about safeguarding and child protection matters, including 'Channel training' on how to safeguard children and families from being drawn into extremist behaviour. Staff are knowledgeable about the 'Prevent' duty and they know who to contact should they have concerns about a child's welfare. They have a strong knowledge of different types of abuse and key indicators for concern. Staff are confident to whistle-blow should they have concerns about another staff member. Managers have effective systems to monitor children's absences. There are robust procedures to ensure that staff are deemed suitable to work with children.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and

Childcare Register the provider must:

| | Due date |
|--|-----------------|
| implement an effective key-person system that helps children to settle and feel safe and that supports strong partnerships with parents | 29/07/2022 |
| improve risk assessments to ensure all potential risks and hazards to children are identified and minimised | 29/07/2022 |
| improve staff supervision to ensure staff are attentive in meeting all children's personal needs | 29/07/2022 |
| ensure children's behaviour is managed using appropriate strategies so children understand and follow behaviour rules | 12/08/2022 |
| monitor the quality of teaching to improve the curriculum and ensure it provides children with sufficient challenge, stimulation and engagement in their learning. | 12/08/2022 |

Setting details

| | |
|--|---|
| Unique reference number | 2566024 |
| Local authority | Sandwell |
| Inspection number | 10239523 |
| 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 | 44 |
| Number of children on roll | 56 |
| Name of registered person | Tiptop Childcare Limited |
| Registered person unique reference number | RP557226 |
| Telephone number | 07951819627 |
| Date of previous inspection | Not applicable |

Information about this early years setting

Tip Top Day Nursery Wednesbury registered in 2018. The provider employs 12 members of childcare staff, eight of whom hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday all year round, except for one week at Christmas. Sessions are from 7am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Mikaela Stallard

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 manager and the inspector completed a learning walk.
- The inspector carried out a joint observation with the manager.
- The inspector observed the interactions between staff and children throughout the day and evaluated the impact on children's learning.
- The inspector held discussions with the manager, staff and children at appropriate times during the inspection. The views of parents were considered by the inspector, through verbal discussions and telephone conversations.
- Relevant documentation was reviewed by the inspector, including evidence of the suitability of those working with children, children's registers, complaint and safeguarding policies.

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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