

Inspection of Top Tots

Wesley Hall, Timbercroft Lane, LONDON SE18 2SG

Inspection date: 10 August 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children enjoy learning what it is to be part of a community. Staff provide opportunities for them to meet a range of people, including the local fire and police services, as well as the local barber, optician and a local resident who comes to tell stories.

Staff know the children well and respond to their needs, offering reassurance and encouragement. Younger children snuggle in with staff for cuddles and are sensitively comforted if upset. Children behave well, learn to manage their feelings and are emotionally settled.

Children build on their communication and language development. Older children confidently take part in lively conversations with each other and staff, using a wide vocabulary and drawing on past events. They are curious, ask questions and develop new skills with the help of staff. There are daily opportunities for children to be physically active. Younger children enjoy exploring the garden, gaining confidence as they toddle on the grass. Staff teach children how to be safe around nettles and brambles and to respect wildlife. This helps children to develop valuable knowledge and understanding for their future.

Leaders and managers have high expectations for children and plan a curriculum that meets their individual needs. All children make good progress from their starting points.

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

- Staff know the children well and plan specifically for their individual needs. Children's key workers set realistic goals for children and all staff contribute to ongoing observation and assessment. Staff prepare older children well for their move to school, for instance by promoting their independence. They share information with new teachers and help children to feel positive and excited about their move to school. Staff share successful strategies and details of the specific support they have in place for children with special educational needs and/or disabilities. These effective arrangements promote consistency in children's care and in their education.
- Children develop their understanding of the world by exploring the life cycle of plants. With staff, they plant and water fruits and vegetables, harvest them to prepare in the kitchen, before eating them and composting the waste.
- Staff stimulate children's curiosity to learn. They provide a range of activities that reflect children's current interests. For example, children have fun as they use a hammer to break frozen 'dinosaur eggs' and find the small dinosaurs hidden inside.

- Staff promote children's good health. They help children learn to keep safe from the sun during hot weather and encourage older children to take regular drinks. Babies enjoy joining in with a member of staff who says 'cheers' as she clinks cups with them, and they drink together.
- Staff develop good partnerships with parents and/or carers. Some children spend time with their parents, sharing books in the garden before settling in for the day with their key person, with whom they have a secure emotional relationship. Parents state they are kept well-informed, value the care given to their children and feel proud of their achievements.
- Parents are welcomed into the nursery to celebrate religious festivals with traditional food and stories, and to recognise national events such as Pride and the Commonwealth Games. Children learn to value differences.
- Overall, there are a wide range of resources for children to explore and access to develop their creative skills. However, there are times when some staff plan specific activities which limit the range of resources available, rather than allowing children to develop and create their own ideas.
- Staff generally interact well with children and chat as they join in with their play, using a range of techniques to support children's speech and language development. However, during some routines, such as snack time and nappy changing, interactions are not consistent across the staff team.
- The managers are ambitious for the nursery and reflect realistically on the strengths and weaknesses of their provision. They are enthusiastic about growing their own staff team and support trainees through apprenticeships. The staff team meet regularly to discuss children's progress and ideas for developing provision. Leaders and managers promote good communications amongst the staff team.

Safeguarding

The arrangements for safeguarding are effective.

Staff are aware of their safeguarding responsibilities and receive annual training to keep their knowledge up to date. They know what to do if they have concerns and who to contact for advice. The team works well in partnership with parents to meet children's dietary and medical needs. Managers have secure knowledge of safe recruitment practice and ensure all staff are suitable to work with children. Staff complete regular risk assessments to identify and minimise risks to children's safety.

What does the setting need to do to improve?

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

- strengthen staff skills to support children's understanding of routines, using effective communication with them during activities such as snack time

- enhance opportunities for children to explore and share their own creative ideas through language and activity choices.

Setting details

Unique reference number	EY458876
Local authority	Greenwich
Inspection number	10236086
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 5
Total number of places	50
Number of children on roll	68
Name of registered person	Top Tots Day Care Limited
Registered person unique reference number	RP535359
Telephone number	02083 310724
Date of previous inspection	28 October 2016

Information about this early years setting

Top Tots registered in 2013. It operates from Monday to Thursday, 8am to 6pm, and on Friday from 8am to 5.30pm, all year round, except one week at Christmas and one week at Easter. There are 22 staff working in the nursery, of which 15 hold childcare qualifications at level 3 and 5 hold qualifications at level 2. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Kyrstie Gennoe

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 spoke to parents and children to hear their views of the nursery provision
- The manager accompanied the inspector on a learning walk and discussed the nursery curriculum
- The staff spoke to the inspector about the children's learning and development
- The inspector observed indoor and outdoor activities to assess the quality of education
- The inspector carried out two joint observations with the manager during snack time and a planned activity

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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