

# Inspection of Tops Fawley

Heather Road, Fawley, Southampton, Hampshire SO45 1DZ

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Inspection date: 2 August 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 receive a warm welcome from caring and passionate staff on arrival at the nursery. They are happy and confident to separate from their parents/carers. For instance, children say goodbye at the main door before being taken to their classroom. Children settle quickly before engaging with their learning, demonstrating that they feel safe and secure in their environment.

Children behave well across the nursery. They demonstrate a clear understanding of the high expectations for their behaviour and conduct. For instance, during mealtimes, children share and take turns as they self-serve their own lunch using real cutlery and plates. They say 'please' and 'thank you' to each other as they sit together and eat in a calm and relaxed atmosphere. Children have positive attitudes towards each other and the staff.

Children make good progress across their learning and development. Staff have high expectations for all children, including those with special educational needs and/or disabilities (SEND). For example, the setting uses additional funding to purchase resources that are tailored to the individual needs of children, to further enhance their learning. The environment is fully inclusive. All children make continued progress from their starting points.

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

- Staff know their key children well. This enables them to plan a curriculum that is both stimulating and engaging. For instance, children learn how to make scented play dough. Staff successfully introduce new language, such as 'soft', 'sticky' and 'herbs', as children explore the different textures. Children are curious and eager to join in, freely sharing their ideas. Children's development of language is well supported by experienced staff.
- Children benefit hugely from being physically active, both inside and outside of the nursery. For example, young babies enjoy regular tummy time. They are encouraged to explore and learn to take managed risks as they pull themselves up using play equipment. Older children are deeply engaged in play in the garden, as they freely explore the large space that is on offer as they run and climb skilfully. Children develop good physical health.
- Parents feel valued and involved in their children's learning. Staff regularly share information about children's learning with them in a variety of ways. For example, parents consistently share positive feedback about the nursery's online platform, which gives them instant access to their child's day at nursery. These close working relationships help parents support children's learning effectively at home and reflect a positive and respectful culture between staff, children and parents.

- The key-person approach is securely embedded across the nursery. Children form close positive relationships with staff. For instance, during bottle-feeding routines, staff tenderly rock babies in their arms as they feed them, replicating their home routines well. These close attachments support children to become confident learners who are more than ready for their next stage of learning.
- Staff support children to become increasingly independent in their self-care. For example, the nursery operates a 'potty academy' where children independently place markers on to their names to celebrate their achievements. This promotes their confidence and independence and has a positive impact on their emotional health.
- Leadership and management of the setting are good. The manager and her team have developed close working relationships with their staff. For instance, the manager regularly carries out supervision of staff; she is supportive and approachable. Staff well-being is at the centre of her practice. The staff consistently report high levels of well-being and feel valued.
- All children, including those with SEND, make good progress. For example, referrals are made to outside agencies in a timely manner to ensure that children receive targeted intervention. Children with English as an additional language are well supported. However, the manager and her team have not fully developed strategies to teach children about the wider world beyond the setting to support children's learning, understanding and acceptance of others through shared values, policies and practice.

## Safeguarding

The arrangements for safeguarding are effective.

The safeguarding policies and procedures are embedded in daily practice. As a result, staff have a good understanding of their responsibilities and duty to protect children from harm. The manager ensures that staff complete regular training to ensure that their knowledge is up to date. The leadership team regularly checks that staff understand their roles in safeguarding children through staff meetings. Staff have a clear understanding of how to keep children safe from harm and know when and who to make referrals to prevent further harm. They can confidently talk about a range of safeguarding issues, including radicalisation, county lines and domestic violence.

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

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

- develop strategies to teach children about the wider world, to support children to develop an understanding and appreciation of diversity.

## Setting details

<b>Unique reference number</b>	2531665
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10208480
<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>	0 to 7
<b>Total number of places</b>	67
<b>Number of children on roll</b>	67
<b>Name of registered person</b>	Tops Day Nursery Limited
<b>Registered person unique reference number</b>	RP901328
<b>Telephone number</b>	02380 178078
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Tops Fawley in Southampton provides early education and care for children aged from three months to pre-school age and offers up to 30 funded hours for two-, three- and four-year-olds. The day nursery also features a 'Hi fives' after-school club and holiday club.

## Information about this inspection

### Inspector

Nicky Webb

### Inspection activities

- This was the first routine inspection the setting 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 setting.
- The deputy manager, manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out joint observations of group activities with the manager.
- Parents shared their views of the setting with the inspector.

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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