

Inspection of Tops Copnor

Roko Health & Fitness Club, 442 Copnor Road, PORTSMOUTH PO3 5EW

Inspection date: 24 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children arrive happily to the nursery. They are greeted by friendly, welcoming staff who help them to settle in to play. Children form close relationships with key staff, which helps them to feel safe and secure. Children freely explore the inviting play environment and access from a range of unique and stimulating resources that are set out.

Baby-room staff provide plenty of activities. Staff know what children need to learn next. They use information from parents and what they see children do at the setting to provide well-thought-out experiences. For example, children's preferred ways of learning are promoted as staff set up resources for children to develop their skills in rolling balls and mixing powdered paint to make gloop. Children have immense fun as they chase the balls along chutes and splash their hands into the mixture. They squeal with delight as they splash themselves and the staff, who fully join in with the activity.

Children follow and understand the setting's rules, with some gentle reminders from staff. They behave well and are incredibly polite. Children are making good progress in their learning. This is due to leaders and staff having high expectations for children's development. Children have great fun learning in the outdoor environment. They splash in puddles, make a dinosaur swamp with sand and rainwater and stamp in the wet sand in the sand pit.

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

- The manager and her team plan a broad and balanced curriculum. They are passionate about children developing essential life skills. Alongside the leadership team, the manager regularly evaluates the setting to identify where improvements can be made to enrich children's learning experiences. Since the COVID-19 pandemic, the manager has identified that children have had less opportunity to explore the wider world. Staff ensure children celebrate a range of festivals, to increase their knowledge of diversity and other cultures.
- Staff provide a warm welcome and thorough handover to ensure parents and children feel safe and secure at the setting. Staff communicate in a variety of ways to ensure parents are kept up to date with children's learning and development. Parents speak highly of the setting and the care and education it provides.
- All children, including those with special educational needs and/or disabilities and the most vulnerable children, make good progress. The manager and the special educational needs coordinator work well with external agencies and responds to advice quickly. Regular meetings with professionals and parents mean any gaps in learning are identified quickly and additional funding used

effectively.

- Staff provide a stimulating environment, which encourages children's good motivation in their play and learning. They build on older children's ideas well. For example, children are encouraged to write their own names, sounding out the letters as they do so. However, occasionally, some staff interactions with children are not focused on extending and challenging all children's learning to a higher level.
- Children have frequent opportunities to be physical. They are taught about making healthy choices. Children choose from a broad range of nutritious foods at snack time, which includes fresh fruit and vegetables. Staff support children to make healthy choices of water or milk to drink. Children get to grow and taste some produce that has been grown in the garden. Lunchtimes are social occasions, where staff model good table manners as they sit with the children.
- Staff model language well. They hold meaningful conversations with children and introduce new vocabulary to build on children's communication and language development. Children of all ages and abilities have opportunities to hear and develop new language.
- Children enjoy a wealth of opportunities and experiences, outside and in all weathers. They enjoy developing their curiosity and imagination skills exploring the large and well-equipped outdoor area. Children spontaneously extend their environment as they self-select equipment to follow their interest in making a track for wheeled toys. Children work extremely harmoniously together to plan how the track will work, adapting the area to accommodate the track as it gets bigger and longer.
- Pre-school children are supported in their preparation for school through activities that support different areas of learning. This includes activities that help prepare children for later learning about letters and the sounds they represent. However, large-group times are not always well organised. Children become easily distracted and the learning is not as rich as during other times of the day.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety and well-being is a priority for all staff at the nursery. Leaders and managers make sure that staff receive up-to-date training. They amend policies to ensure they meet the local safeguarding partnership guidance. Staff know the protocols to follow if they have concerns about the welfare of children. Staff also know what to do if there are allegations about other members of staff, including when they need to notify external agencies. Leaders and managers have thorough recruitment and ongoing monitoring systems for staff. They complete regular checks to ensure staff remain suitable to work with children.

What does the setting need to do to improve?

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

- make the most of staff interactions with children to offer further challenge and extend children's learning fully
- review the organisation and structure of group times to take into consideration the age ranges and individual needs of the children present, to enhance learning opportunities to the highest level.

Setting details

Unique reference number	2560956
Local authority	Portsmouth
Inspection number	10221667
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	35
Number of children on roll	54
Name of registered person	Tops Day Nursery Limited
Registered person unique reference number	RP901328
Telephone number	02394 006565
Date of previous inspection	Not applicable

Information about this early years setting

Tops Copnor nursery registered in 2019. The nursery employs 12 members of childcare staff. Of these, 10 hold appropriate early years qualifications from level 2 to level 5. The nursery is open weekdays, from 7.30am to 6pm, all year round, including bank holidays. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Chris Lamey

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 inspector completed a learning walk together of the pre-school and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector talked to parents and staff at appropriate times during the inspection and took account of their views.
- The inspector 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