

# Inspection of Tops Yeovil

127 St Michael's Avenue, Yeovil, Somerset BA21 4LW

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Inspection date: 16 September 2022

<b>Overall effectiveness</b>	<b>Inadequate</b>
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The quality of education	<b>Inadequate</b>
Behaviour and attitudes	<b>Inadequate</b>
Personal development	<b>Inadequate</b>
Leadership and management	<b>Inadequate</b>
Overall effectiveness at previous inspection	Good

## **What is it like to attend this early years setting?**

### **The provision is inadequate**

There are significant breaches to the early years foundation stage requirements that mean children's learning, development and safety are compromised. The new manager and senior leaders are not doing enough to ensure that children make the best possible progress, and that safeguarding is effective.

There is no clear curriculum, and staff do not plan to meet children's needs. Although the special educational needs coordinator (SENCo) seeks support for children, this is not shared effectively with relevant staff. Staff working with the children change frequently, so children are unable to build important relationships and secure attachments with those who care for them.

Partnership with parents is weak. The manager has not made sure that every child has a key person. As a result, children's learning and care are not tailored to meet their individual needs. Parents do not know who to speak to about their child's development. There is no effective sharing of information between staff and parents to support children's development at home.

Children have access to resources, indoors and outdoors. Although some staff support some children on occasion, to talk about planets, for example, they do not know the children well enough to provide appropriate levels of challenge. Children become bored and frustrated, and they do not engage well in activities.

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

- Leadership and management are weak. Leaders and managers do not ensure that staff understand their roles and responsibilities. They fail to ensure that all staff working with the children know what they need to teach children next. They fail to let staff know who is in charge in each room, which means staff are unsure who to go to when they have concerns. At times, children's learning is cut short when staff move rooms or decide to do other tasks. Children lose motivation, stop engaging in activities and miss out on developing their knowledge.
- The quality of teaching is poor. Outdoors, a lack of resources means children struggle to share. For example, during an activity with ice blocks with items frozen inside, there are only two blocks of ice and three utensils, and all the children want to have a go. Staff do not offer suggestions to help children share or wait their turn. Children become upset, frustrated and push others. Staff do not step in quickly enough to help children manage their emotions.
- Staff do not think about potential risks and are not aware of what is happening around them. Staff working with the youngest children provide pens and paper for children to make marks and draw. However, they do not stay with the

children, as they get distracted by others. Children draw on each other's faces and nearly poke others in the eye. Toddlers find wooden planks and run around, waving them in the air. Staff do not offer reminders about handling resources safely, as children nearly hit others over the head. Older children choose to ride the tricycles in the outdoor area. However, staff do not teach children where it is safe to ride the tricycles, and there are frequent accidents.

- Children are not learning how to care for resources and their play spaces. Children in the toddler room get out coloured blocks. They build towers and have fun knocking them down. Staff ask questions and try to encourage children to match colours. However, when children have finished with the blocks, they walk away and leave staff to tidy up. Even when staff ask for help, children ignore them, and staff do not try again.
- Leaders and managers have not put in place effective systems for sharing information about what support children need or what children need to learn next. Although the SENCo and the manager talk to parents and other professionals to seek support for children who may need extra help, this is not shared with the staff working with the children. In addition, the manager has not put in place key persons for all children, so parents receive limited information about what children are doing and how they can help children continue learning at home. All children, including those with special educational needs and/or disabilities (SEND), do not make the progress of which they are capable.
- Children make some choices about their play and learning. Indoors, older children enjoy dressing up as a king, and they talk about the royal family. They recognise colours in flags from different countries and begin to make connections to the wider world. Toddlers roll tyres around the outdoor area and play hide and seek with staff. Babies have fun bathing the dolls in a water tray.

## Safeguarding

The arrangements for safeguarding are not effective.

Staff do not carry out effective risk assessments of the play spaces children use. They do not teach children where it is safe to ride tricycles or how to use tools safely, which leads to frequent accidents. Children's healthcare and medical records are not up to date, and staff are not aware of changes. Staff frequently carry out domestic tasks, such as washing up, leaving children without adequate supervision as they go to engage in different activities after snack. This compromises children's safety and well-being. Staff know potential signs and symptoms that may mean a child is at risk of harm. They understand how to record and refer concerns about the welfare of a child.

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

**The provision is inadequate and Ofsted intends to take enforcement action.**

**We will issue a Welfare Requirements Notice requiring the provider to:**

	<b>Due date</b>
assign each child a key person, ensuring parents know who their child's key person is	21/10/2022
ensure key persons tailor the care and learning provided to meet children's individual needs, including engaging with parents to guide children's development at home and to help them access specialist support where needed	21/10/2022
ensure that the arrangements in place to support children with SEND are implemented effectively to ensure children are given the help and support they need	21/10/2022
ensure that all staff working with the children receive induction training and supervision to help them understand their role and responsibilities in supporting children's learning and development, maintaining children's health and well-being and protecting children from harm	21/10/2022
ensure staff are deployed effectively to meet the needs of all children and to keep them safe	21/10/2022
ensure managers and staff take all reasonable steps to minimise or eliminate risks to keep them and the children safe, including teaching children how to manage and assess risks for themselves.	21/10/2022

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>

<p>put in place a curriculum that meets the individual needs and interests of all children to help them make good progress in their learning and development.</p>	<p>21/10/2022</p>
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## Setting details

<b>Unique reference number</b>	EY563167
<b>Local authority</b>	Somerset
<b>Inspection number</b>	10254167
<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 4
<b>Total number of places</b>	52
<b>Number of children on roll</b>	53
<b>Name of registered person</b>	Tops Day Nursery Limited
<b>Registered person unique reference number</b>	RP901328
<b>Telephone number</b>	01935 420255
<b>Date of previous inspection</b>	26 August 2021

## Information about this early years setting

Tops Yeovil registered in 2018 and is situated in Yeovil, Somerset. The nursery is open Monday to Friday, 7.30am to 7pm, all year round. There are 10 staff working with the children. Of these, one holds early years professional status, two hold appropriate childcare qualifications at level 5, one holds a childcare qualification at level 4, and two at level 3. The nursery is in receipt of funding to provide free early education for children aged two, three and four years.

## Information about this inspection

### Inspectors

Anita McKelvey  
Jemma Honey

## 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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager showed the inspectors the premises and discussed how they ensure it is safe and suitable.
- The lead inspector carried out a joint observation of an outdoor activity of the younger children with the manager, and the second inspector carried out a joint observation of a group activity in pre-school with the manager.
- The inspectors spoke to several parents during the inspection and took account of their views.
- The inspectors talked to staff at appropriate times during the inspection and took account of their views.

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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