

Inspection of Tip Top Day Nursery Wednesbury

36a Holyhead Road, Wednesbury, Staffordshire WS10 7DF

Inspection date: 10 November 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Children feel happy, safe and secure in the nursery. Staff are kind and caring and respond well to children's emotional needs. Children are sociable. They make good friendships with each other and play cooperatively, sharing and taking turns with toys. Children are beginning to understand how to care for living things. They help staff to feed and care for the nursery's pet hamster. Children are developing their independence. Staff encourage babies to have a go at feeding themselves. Toddler children are encouraged to help to tidy away after meals and snacks. Pre-school children independently use the toilet and wash their hands afterwards without being prompted.

There has recently been a number of staff leave, which has an impact on the continuity of learning for some children. The quality of teaching across the nursery is variable. Not all staff have a clear understanding about what children need to learn and why. As a result, children do not benefit from good-quality interactions from staff to help them make the best possible progress. Children do, however, make independent choices in their learning. They enjoy using chalks, making marks on the playground, practising their early writing skills. Children develop their mathematical skills as they excitedly count 'one, two, three' before coming down the slide.

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

- The management team has made some improvements since the last inspection. For example, they now ensure any risks within the environment are identified and minimised. However, the staff team are new and, as such, plans for supervision to support these staff need to be embedded into practice to help them raise the quality of their teaching.
- Staff plan activities that children enjoy and know what they want children to learn. However, staff do not always implement this in practice. Therefore, what children do learn does not match the learning intention and this means that children do not make the progress that they could.
- The key-person system is not consistently implemented throughout the nursery. Staff working with babies know their group of children well, while others who are new, do not know children well enough to ensure they build effective relationships with the child and their parents.
- Parents express how staff changes since the last inspection have been unsettling for them and their children. However, they are positive about the improvements that have been recently made. Parents say that their children enjoy attending. However, more information could be shared with parents about children's future learning goals to help them continue to support their children's learning at home.

- Staff support children with special educational needs and/or disabilities. They work closely with other professionals, such as the local authority inclusion worker, to ensure children get the help they need to make the progress they are capable of.
- Staff promote children's communication and language skills well. They engage children in meaningful conversations and discussions and introduce new words as children play. Children enjoy joining in with songs and rhymes and listen attentively to familiar stories. They confidently talk about their thoughts and feelings.
- Children of all ages enjoy being physically active during the day. Older children skilfully negotiate space as they ride around the playground on tricycles and toy cars. Younger children enjoy exploring a safe place outdoors and learn to climb and balance on soft-play equipment indoors. Children's good health is further promoted with good hygiene routines, such as washing their hands before eating and after using the toilet. Meals provided are healthy and nutritious and adapted to meet children's individual dietary needs.
- Staff model appropriate behaviours. They encourage children to be considerate of others' feelings. Children respond well to lots of praise and encouragement and behave well. Staff give children gentle and age-appropriate reminders of the nursery's rules, such as to share and take turns. Children use good manners and are praised by staff when they say 'please' and 'thank you'.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a good understanding of their responsibilities in keeping children safe. Staff know how to report concerns about children's welfare to leaders within the nursery and external agencies. They are confident with the procedure to follow in the event of allegations against staff. The premises are safe and secure. Procedures are in place to ensure only authorised persons are able to collect children. Children are supervised well. There are appropriate procedures in place to ensure children's individual dietary needs are managed. Staff ensure the environment is safe and suitable for children.

What does the setting need to do to improve?

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

	Due date
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ensure that staff are clear about what they want children to learn and use this information to plan a range of activities that meet children's individual needs to help them make good progress in their learning	10/01/2023
ensure the key-person system is consistently implemented to offer children a settled relationship and to ensure that staff can build relationships with children's parents	10/01/2023
continue to improve staff supervision to provide support and coaching to help staff improve the quality of teaching.	10/01/2023

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

- share more information with parents about the plans for children's future learning to help them to fully support their children's learning at home.

Setting details

Unique reference number	2566024
Local authority	Sandwell
Inspection number	10250279
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	46
Name of registered person	Tiptop Childcare Limited
Registered person unique reference number	RP557226
Telephone number	0121 502 0248
Date of previous inspection	15 July 2022

Information about this early years setting

Tip Top Day Nursery Wednesbury registered in 2018. The provider employs 11 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 and one holds a level 6 qualification. 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

Amanda Tompkin

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the setting.
- The inspector completed a learning walk with the manager to understand how the setting operates and how the curriculum is organised.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke with staff and children at appropriate times during the inspection. She spoke to parents during the inspection and took account of their views.
- The inspector completed two joint observations with the manager.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the setting.

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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