

Inspection of Tops Day Nursery

14 Denmark Lane, Poole, Dorset BH15 2DG

Inspection date: 4 January 2023

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 are happy and confident in this warm and friendly setting. They settle quickly when they arrive and are keen to explore the motivating and stimulating activities staff provide for them. Children form good relationships with staff. They approach staff for comfort and reassurance or to engage staff in their play. This helps children feel safe and secure. Staff use children's interests to encourage children to engage in meaningful learning experiences that help them achieve the next steps in their development.

Children enjoy the exciting opportunities staff plan for them and are eager to learn. For example, older children laugh as they join in with turn-taking games and excitedly explore melting multicoloured ice cubes. Younger children make 'birthday cakes' with dough and blow out pretend candles. This enthusiasm for learning supports all children to make good progress in all areas of their learning and development. Staff use assessment effectively to identify when children may be in need of additional support. They work closely with parents and other professionals to address any gaps in children's learning. Provision for children with special educational needs and/or disabilities (SEND) is carefully planned, and children's progress is regularly monitored.

Parents are incredibly supportive of the setting. They talk positively about the care and support staff give to children. Parents appreciate the regular updates they receive about their children's learning. They discuss the benefits of the range of healthy meals the setting provides.

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

- The setting is well resourced, both indoors and outdoors. Children have independent access to resources that enhance their physical development. For example, older children confidently use a range of equipment, including a climbing wall, ride-on toys and real pots and pans in the role-play area. Babies and toddlers have ample space to move freely. The thoughtfully organised environment supports their crawling, walking and climbing.
- Staff give children choices throughout the day. For example, they ask children what fruit they would like at snack time and what songs they would like to sing. Older children take part in 'council meetings' where they help to choose new toys and decide what they would like in the role play. This helps children to have ownership over their own learning. However, quieter children and nonverbal children do not always have opportunities to express their views or likes and dislikes.
- Staff's interactions with children in all rooms are extremely positive. Children respond with smiles when staff say 'good job'. This helps to develop children's

confidence and willingness to learn new skills and to try new experiences.

- Children are confident communicators. Staff skilfully use stories, nursery rhymes and songs to support children's language and to extend their vocabulary. Staff expertly engage in back-and-forth interactions with children and give children time and opportunities to think and talk. Staff carefully select books to add to the various activities. For example, the home corner contains recipe books and books about families. This encourages a love of books and expands children's knowledge.
- Staff focus on encouraging children to be independent. Children serve themselves at lunchtime using real plates and glasses. Children are supported to pour their own water from drinking stations in all rooms. Staff support toddlers to wipe their own faces, and older children do this independently, using mirrors as aids. This promotes children's self-esteem and prepares them for school. However, staff do not always encourage older children to manage all aspects of their personal hygiene, such as wiping their own noses to help prevent the spread of illness.
- The curriculum is coherently planned and builds on what children know and what they can do. The manager has a clear vision and high expectations of what she wants children to learn. Staff embed daily routines, and children's behaviour is excellent throughout the nursery.
- Staff provide many opportunities for children to learn about their own environment and the wider world. Children experience visits from local police officers, the dentist and firefighters. They regularly go on walks and outings to the park. The setting uses many natural or recycled resources to help teach children about environmental issues and sustainability.

Safeguarding

The arrangements for safeguarding are effective.

Clear staff recruitment and induction procedures are in place, and staff receive regular safeguarding training. Staff have a good knowledge and understanding of how to safeguard children. They know the procedures to follow should they have any concerns about children's well-being. Staff follow thorough risk assessments to maintain safe indoor and outdoor environments. Staff know what to do in the event of an accident, and they know the processes for safely administering medication. Children are supported to learn about personal safety. They know how to use real plates, glasses and cutlery in a safe manner.

What does the setting need to do to improve?

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

- provide more opportunities for all children to be included in sharing their views and expressing their likes and dislikes

- encourage older children to manage all aspects of their own personal hygiene more consistently.

Setting details

Unique reference number	EY290331
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10234847
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 4
Total number of places	132
Number of children on roll	105
Name of registered person	Tops Day Nursery Limited
Registered person unique reference number	RP901328
Telephone number	01202 679799
Date of previous inspection	23 January 2017

Information about this early years setting

Tops Day Nursery is one of a chain of privately run nurseries. It registered in 2004 and is located in the centre of Poole, Dorset. The nursery is open each weekday, from 6am to 8pm, for 52 weeks of the year, except for Christmas Day, Boxing Day and New Year's Day. The nursery receives funding for the provision of free early education for children aged two, three and four years. The nursery employs 19 staff. The manager holds a level 3 qualification, one member of staff holds a qualification at level 5, six hold qualifications at level 3 and seven at level 2. One member of staff has a level 1 qualification.

Information about this inspection

Inspector
Mikaela Jauncey

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 viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke to children, staff and parents.
- The inspector observed interactions between staff and children.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector carried out a joint observation of the lunchtime routine in the pre-school room with the manager.
- Children spoke to the inspector about what they enjoy doing.

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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