

# Inspection of Tops Day Nurseries - Corfe Mullen

49 Blandford Road, Corfe Mullen, WIMBORNE, Dorset BH21 3HD

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Inspection date: 10 January 2023

**Overall effectiveness** **Good**

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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 that attend this setting love to read books. Babies sit with staff as they enjoy having their favourite stories shared with them. Toddlers snuggle into comfy cushions in wooden tepees as they intently look through picture books. Older children cluster around staff, captivated by the stories that they read to them. Children enjoy a broad range of activities that have been carefully selected to match their interests. They are learning to sustain their concentration as they complete challenges they set themselves, delicately hanging hoops on hooks while developing precision in their fine motor control. Children benefit from lots of fresh air in the outdoor environment, whatever the weather. Staff teach children to manage risks in a safe environment. Children balance on crates and have fun setting out toy road signs for other children to follow.

Children feel safe and valued. Staff respectfully talk to children, particularly younger children, at key routine times in their day, such as during nappy changes and when preparing for mid-day sleeping time. Staff prepare tables for cooked meals with real cutlery and decorate with vases of flowers, fostering a special time for children to sit, talk and eat together.

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

- Leaders have a clear curriculum that closely follows children's interests. They identify training for staff to support the setting's ethos to support children's development. For example, all staff confidently identify children's preferences and use this knowledge to select resources that they know children will engage with. Children enjoy activities that staff provide them and become engrossed in their play.
- Managers proactively evaluate what is working well and what they would like to improve. They have made modifications to the use of the building to make sure that the youngest children have a positive start to the day and to improve the quality of communication between parents and staff. Leaders have also introduced zones in the outdoor area so that staff can more effectively monitor children's play.
- Leaders work closely with external agencies to make sure that children with special educational needs and/or disabilities (SEND) receive the support they need. Staff design activities and interventions for children that help them make progress. However, some staff do not have a secure knowledge of them to help those with SEND make even more progress.
- Staff are good role models for children. They have clear expectations of children and staff follow the procedures of the setting to support children's positive attitudes. Staff talk with children about how their actions effect others and help them make better choices in their behaviour. Staff attend to minor disruptive

play and use constructive learning opportunities by introducing resources, such as pouring water with guttering and buckets, which gives children the focus and direction they need to succeed in their play.

- Staff use children's interests to design activities that will stimulate and help enhance their development. They interact with children and provide a narrative for what children are doing, so that they learn new words associated with the play that they are engaged in. For example, staff build children's conversation skills by asking questions and giving them manageable challenges to extend their thinking, while children enjoy making play dough creations. However, occasionally, staff are not always clear about what they intend children to learn when designing activities to support their next stages of development.
- Staff encourage children to be independent in every aspect of their day. Young children put on their wellies and coats; staff are on hand to patiently provide support where children need it. Children independently wash their hands before snack and lunchtime. Staff routinely support children in cleaning their teeth and take the time to talk with them about how and why this is important.
- The setting builds good partnerships with parents. Parents have confidence in the staff and appreciate the support they provide for their children and the time they take to explain what their day has been like.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders implement procedures to make sure that children are safe. They support staff with ongoing training that gives staff the confidence to identify signs that might alert them to a concern. They know how to act on concerns and who to report these to. Staff regularly check the premises to ensure they are suitable and safe. They purposefully support children to manage risks in their play so that they learn how to keep themselves safe. Staff monitor children's use of digital devices to ensure that content is suitable. Leaders follow safer recruitment procedures and provide comprehensive induction support for new staff. Leaders use company agency staff to ensure that appropriate ratios support children's well-being.

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

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

- help all staff know and understand targeted interventions for those children with special educational needs and/or disabilities (SEND) to support their development even more
- plan activities more effectively around children's individual needs to help them make the progress they are capable of.

## Setting details

<b>Unique reference number</b>	EY459134
<b>Local authority</b>	Dorset
<b>Inspection number</b>	10236091
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 11
<b>Total number of places</b>	86
<b>Number of children on roll</b>	126
<b>Name of registered person</b>	Tops Day Nursery Limited
<b>Registered person unique reference number</b>	RP901328
<b>Telephone number</b>	01202 603051
<b>Date of previous inspection</b>	15 February 2017

## Information about this early years setting

Tops Day Nurseries Corfe Mullen registered in 2013 and is one of a chain of privately owned day nurseries. It is situated within the village of Corfe Mullen, in Dorset. The nursery is open Monday to Friday, from 6am to 8pm, all year around. The nursery receives funding for the provision of free early education for children aged two, three and four years. The nursery employs 13 members of staff, including the manager. All staff that work with children have appropriate qualifications.

## Information about this inspection

### Inspectors

Jonathan Payne  
Den Russell

## Inspection activities

- This is the first routine inspection the provider received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspectors on a learning walk and talked to the inspectors about their curriculum and what they want their children to learn.
- Children spoke with the inspectors during the inspection.
- Staff spoke to the inspectors during the inspection.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities (SEND).
- The inspectors carried out joint observations of group activities with the manager.
- The inspectors spoke to parents during the inspection and took account of their views.
- The inspectors looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspectors viewed the provision and discussed the safety and suitability of the premises.

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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