

# Inspection of Top Tots Day Nursery MLC Limited

The Mountbatten Centre, Alexandra Park, Twyford Avenue, Portsmouth PO2 9QA

---

Inspection date: 6 January 2023

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

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 settle easily. Staff build strong relationships with children from the start, such as through settling-in visits. They respond sensitively when children need reassurance. For example, during the inspection, a staff member and a new child spent time quietly and warmly interacting. This helped the child to feel safe and enjoy their play.

Children enjoy varied resources, activities, and outings, which offer them new experiences, such as swimming and nature walks. Staff implement a good quality curriculum. They mainly provide effective support to children. Staff and leaders have identified and taken steps to support areas of children's development, which may have been affected by the COVID-19 pandemic. Children receive strong support to develop their understanding of how to behave and interact with their friends, such as sharing. In addition, some toddlers make good or better progress in their language development. For example, some toddlers learn to use a variety of vocabulary and descriptive words, such as 'fantastic'.

Staff identify children who may need extra help in their learning. They understand these children's needs and those with special educational needs and/or disabilities (SEND) well. They help children move forward in their learning and development, such as through using individual education plans. Leaders and staff use additional funding thoughtfully to support individual children's unique needs. This includes purchasing resources to help children recognise and manage their own feelings and emotions.

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

- Staff understand their responsibilities to support children with SEND. They recognise the importance of supporting children while they wait to see professionals. Staff monitor children's progress through regular assessments. They work with parents to identify any developmental concerns and to provide a consistent approach to support children's needs. Staff use a range of strategies with children, such as 'now and next' picture cards, to promote their understanding of the day. They use physical exercises to help children develop their tongue and facial muscles to support their speech development.
- Staff receive termly supervision meetings to discuss their key children, practice, and professional development needs. They complete regular training, such as through an online system. Leaders work alongside staff to help build on their practice. Overall, room leaders provide an effective role model to other staff. However, at times they do not always guide staff as well as possible. On occasions, some staff focus on other tasks and not fully on the children. This includes times when young children eat their snack. In addition, staff do not

always recognise or quickly respond when some children drift between activities. This does not fully promote all children's engagement in their play and learning.

- The manager supports staff with sensitivity and gives their well-being careful consideration. This results in a positive working environment for staff. Staff, including apprentices, say they feel they receive good support in their roles from the beginning. There is a clear induction process, which includes relevant training, such as safeguarding.
- Staff create a welcoming environment with a broad range of activities and resources. Children develop their skills and knowledge through focused activities. For instance, 'welcome' group times promote their listening and communication skills effectively. Staff encourage children to recall their knowledge during activities, such as size and numbers. Generally, staff implement the curriculum intentions well to support children's learning, development, and good progress. Although, children develop some good independence, at times, not all staff enhance children's developing skills consistently.
- Leaders and staff understand the importance of working positively with parents, professionals, and schools. Staff provide ongoing feedback to parents about children's time at nursery. They hold regular meetings to discuss children's progress and provide information about their next steps in learning, to help parents support this at home. Teachers are invited in to meet children in an environment where they feel confident and comfortable. Staff provide information to teachers to support children's successful move to school. In addition, staff work with parents to help prepare children for school.
- Children benefit from being cared for in a calm atmosphere. Staff create quiet spaces for children to relax and feel safe, such as within the pre-school room. Children receive positive praise and encouragement from staff. This helps them to gain confidence effectively. Staff guide children's behaviour sensitively, explaining to them about the potential impact of any behaviours on their friends. Children learn to make their own decisions, which staff support and respect.

## Safeguarding

The arrangements for safeguarding are effective.

Staff, including those with responsibilities as safeguarding leads, know and understand their roles, including being alert to any emerging concerns about children's welfare. They know how to recognise indicators about children and other staff, that may raise concerns about their well-being and welfare. Staff understand how to manage any concerns and where to report these to, including to external agencies. There is a robust recruitment process in place to check staff's suitability to work with children. This is regularly reviewed and checked to ensure staff remain suitable for their roles. Children learn about managing and recognising risks, such as when using the stairs and outdoors.

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

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

- build further on room leaders' skills to enable them to guide and support staff more effectively, to help promote children's learning and care needs to a consistently good or better level
- enhance children's developing independence and self-care skills to support them more consistently to try and do things for themselves.

## Setting details

<b>Unique reference number</b>	2604135
<b>Local authority</b>	Portsmouth
<b>Inspection number</b>	10251641
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	69
<b>Number of children on roll</b>	84
<b>Name of registered person</b>	Top Tots Day Nursery MLC Limited
<b>Registered person unique reference number</b>	2604134
<b>Telephone number</b>	07795073231
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Top Tots Day Nursery MLC Limited registered in 2020 and re-registered from an existing nursery due to a change in legal entity. The nursery is located in Portsmouth, Hampshire. It is open Monday to Friday from 7.30am to 6pm, for most of the year and closes during the Christmas period. The provider receives funding to provide free early education to children aged two, three and four. There are 21 staff who are employed to work with the children, including senior leadership team members. The staff team hold relevant early years qualifications, including one staff member with a level 5 qualification, nine staff, including the manager with level 3 qualifications and three staff with level 2 qualifications. The provider also employs apprentices, who are working towards gaining qualifications.

## Information about this inspection

### Inspector

Sheena Bankier

## 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 nursery.
- The manager and senior manager completed a learning walk with the inspector and explained the curriculum learning intentions across the nursery.
- Discussions and meetings were held with the senior leadership team, managers and staff during the inspection.
- The manager, senior manager and inspector observed and evaluated an activity together.
- Children interacted and talked to the inspector about their play and activities.
- A sample of documents were reviewed, including evidence of staff suitability and first aid certificates.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023