

Inspection of Tops Day Nurseries - Wimborne

Tops Day Nurseries, Leigh Road, Wimborne, Dorset BH21 2BX

Inspection date: 11 January 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children arrive happily and are greeted warmly by the friendly staff. They quickly engage with the activities and resources provided by staff to meet their interests. Children play cooperatively, sharing and taking turns. For example, toddlers share forks, spoons and herbs as they make their own 'mud soup'. They follow the expectations of the setting and are kind and polite to each other. Older children swiftly line up when asked to do so, and children of all ages help to tidy away toys.

Children are independent. Babies identify their photos on their cups and self-select their drinks. Older children take off their own coats and hang them up on their pegs. This helps build confidence and prepares children for school. Children solve problems independently and use language well. Older children say, 'I have an idea. I will get more water. There is a leak!', and they use the spout of a watering can to plug a hole in a water container.

Children demonstrate motivation to learn. For example, they find a spider and run to tell a member of staff who is on a 'bug hunt' with some other children. They all watch the spider closely with magnifying glasses and then decide to try to find some more. Children form close attachments with staff and other children and are happy, safe and secure.

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

- The curriculum is well planned and implemented. Staff provide activities tailored to children's interests and learning styles. This helps ensure children actively engage in their learning and that they make good progress.
- Managers use additional funding with integrity to support children's care and learning. For example, they are developing the outdoor area further to support children who have limited access to the outdoors at home.
- Children enjoy a variety of activities that help to develop their fine motor skills and build their muscles for early writing. For example, children make marks with pens, sprinkle herbs with their fingers and manipulate play dough with their hands.
- Children benefit from high-quality interactions with staff. This helps to develop children's vocabulary. For example, staff working with babies use shape names and describe play dough as 'sticky' and 'fresh'.
- Children get plenty of fresh air and exercise. They explore the garden area confidently, and they ably ride tricycles, climb on tyres and balance on planks.
- Children learn to be independent in their self-care. For example, they wipe their own noses, and older children attend to their own toileting. This helps build confidence and self-esteem.

- Staff sing songs and share rhymes and books with children to develop their communication and language skills. For example, older children learn the initial sounds in their names.
- Staff receive effective training, support and coaching from leaders and managers to ensure they can fulfil their roles and responsibilities well. Thorough recruitment and induction processes are in place and staff receive additional support when moving into new roles.
- The special educational needs and/or disabilities coordinator works closely with parents, staff and external agencies to meet the needs of children with special educational needs and/or disabilities. Detailed individual education plans are in place to provide targeted support, to ensure children make the best possible progress.
- Children behave well and staff manage minor disagreements effectively. However, staff do not always explain the consequences of children's actions for themselves and other children. For example, they ask children not to climb on the table but do not explain why. Subsequently, children repeat the behaviour.
- The setting is generally clean and hygienic, including the nappy changing and sleep areas. However, at snack times, younger children are not encouraged to wash their hands and they use sanitiser gel instead. Children help to clean the table, but staff do not check that it is completely clean before serving food. This means children's good health is not promoted consistently.
- Parents report that they are very happy with the care their children receive. They describe staff as 'incredible' and 'friendly'. Parents say they feel well informed about their children's progress and that their children enjoy their time at the nursery.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a strong understanding of the signs that might indicate that a child is at risk of abuse. Reporting procedures are robust and the designated safeguarding lead works closely with external agencies to help keep children safe from harm. Managers follow safer recruitment procedures to ensure staff are suitable to work with children. Risk assessment processes are effective and the setting is safe and secure. Detailed records are in place for children with allergies and/or additional health needs to ensure that staff follow appropriate procedures should there be an emergency.

What does the setting need to do to improve?

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

- support children to learn the consequences of their actions for themselves and others, to further promote their social and emotional development

- ensure that good hygiene procedures are followed consistently in the baby room at snack times to promote children's good health.

Setting details

Unique reference number	156231
Local authority	Dorset
Inspection number	10263228
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 11
Total number of places	80
Number of children on roll	177
Name of registered person	Tops Day Nursery Limited
Registered person unique reference number	RP901328
Telephone number	01202 841691
Date of previous inspection	25 April 2017

Information about this early years setting

Tops Day Nurseries - Wimborne registered in 2001. It is located near Wimborne, in Dorset. The nursery is open every weekday from 7am to 6pm, all year round. The nursery provides funded early education for children aged two, three and four years. The nursery employs 17 members of staff, of whom 10 hold appropriate early years qualifications at level 3 or above, two hold level 2 qualifications and five are unqualified.

Information about this inspection

Inspector

Lisa Large

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 manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector spoke to several parents 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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