

Inspection of Tops Yeovil

127 St Michael's Avenue, Yeovil, Somerset BA21 4LW

Inspection date: 24 January 2023

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 settle well on arrival. The rooms used for children's care are clean and provide appropriate space. These are set up with resources and toys ready for children's play. However, not all children benefit from high-quality teaching and interactions. Staff support younger children to extend their language development through stories and songs. However, pre-school age children are too often left to amuse themselves. Staff sit with the older children during some activities but miss opportunities to extend their learning. For example, children become excited during an interactive memory game, but quickly become distracted by the noise levels and their behaviour deteriorates. At times, pre-school children are left with very little interaction or focus from staff. This does not challenge children's development or help them to make good progress across the areas of learning.

Due to weaknesses in organisation and staff practice, some children are not learning to manage their own feelings and behaviour. They do not always respond to instructions from staff or show high levels of curiosity and exploration. For example, some children run around the room haphazardly during a focused activity rather than joining in with making 'slime'.

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

- The new manager has already made changes in the short time she has been at the setting and is able to assess the quality of care and education. She checks staff's practice and identifies most of the areas that need developing. However, the changes made have yet to be fully put into practice to impact positively on all children.
- Pre-school children's overall learning experiences are not consistent. A planned activity of play dough is disorganised and takes too long to begin as staff are looking for resources and tools. At times, staff are unsure how to promote all children's learning, particularly during these activities. For example, one child was being encouraged to pour, stir, and count, while others were left waiting with limited interaction. In addition, the lack of challenge and organisation in activities for some children, including those with special educational needs and/or disabilities, means that they do not benefit from the curriculum or learn as deeply or widely as they could.
- Staff do not always support unsettled or challenging behaviours of children as well as they could. This, at times, creates a chaotic environment, with children feeling restless and not engaged in purposeful play or learning. For example, staff encourage children to have a go at using scissors and to write their own names, but do not do enough to encourage other children who stand and stare at activities or run aimlessly. Behaviours of children start to deteriorate with the lack of engagement and noise levels increase. This impacts on the learning and

children hold their ears and become disengaged, they do not finish the activities they started.

- Children, at times, can be seen to enjoy playing outdoors, supporting their physical development. For instance, pre-school children show increasing agility as they climb on equipment available. Toddlers can explore inside and outside on the balcony attached to their room and babies utilise equipment indoors to cruise along furniture and play on rocking horses.
- Children develop independence skills and enjoy taking age-appropriate responsibilities. For instance, babies use open-top cups to drink from, and spoon feed themselves. Toddlers have a go at cutting their own food and pouring their own drinks at mealtimes, while pre-school children scrape their own plates after meals. Older children are confident to approach unfamiliar adults and talk about their play with their friends.
- The key-worker system in babies and toddlers works well. Staff know how to respond effectively to children's needs and can discuss individual care routines confidently. Babies respond positively to staff by taking toys to them and seeking cuddles. Toddlers explore their environment with ease, seeking their key worker out for reassurance if needed. This supports their emotional well-being and enables them to feel safe.
- Parents say that their children look forward to going to nursery. Staff work well in partnership with parents. Parents have good opportunities to discuss their children's learning and progress. They have access to a wide range of information. This includes information via an online application and daily opportunities for verbal updates.

Safeguarding

The arrangements for safeguarding are effective.

The nursery has a secure entry system, which means no unauthorised persons can enter the building. Staff have an good knowledge of safeguarding issues, including signs that might indicate a child may be exposed to extreme views and behaviours. They understand the reporting procedures to ensure children's welfare is protected. Risk assessments are carried out during the day and staff are appropriately deployed to supervise children. Procedures are followed regarding medication and accidents. The required records are in place. Leaders know how to raise and respond to any concerns, including allegations against staff. There are suitable recruitment and vetting procedures to check that staff are suitable to work with children.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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develop staff's teaching to help provide more opportunities for all children to be fully engaged and involved in the experiences on offer, particularly those with special educational needs and/or disabilities	31/03/2023
develop the curriculum, so that all children, particularly those in the pre-school room, benefit from good quality interactions and challenging experiences that promote their good progress	31/03/2023
improve how staff support children's behaviour in the pre-school room, so that children learn to share and show respect towards others	27/02/2023
organise activities more effectively, so children can access them quickly and easily with appropriate staff support.	31/03/2023

Setting details

Unique reference number	EY563167
Local authority	Somerset
Inspection number	10258894
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	52
Number of children on roll	53
Name of registered person	Tops Day Nursery Limited
Registered person unique reference number	RP901328
Telephone number	01935 420255
Date of previous inspection	16 September 2022

Information about this early years setting

Tops Yeovil registered in 2018 and is situated in Yeovil, Somerset. The nursery is open Monday to Friday, 7.30am to 7pm, all year round. There are 12 staff working with the children. Of these, one holds early years professional status, another eight staff have a level 3 qualification and above.

Information about this inspection

Inspector

Marie Swindells

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector observed practice in the rooms and spoke to staff at convenient times during the day.
- The inspector carried out a joint observation of an activity with the manager and together they evaluated this.
- A leadership and management meeting was held with the management team.
- The inspector spoke with parents and took account of their views.
- The inspector reviewed relevant documentation, including the suitability checks of all adults 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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