

Inspection of Top Tots Day Nursery Hedgerow House Limited

41 Goldsmith Avenue, Southsea PO4 8DU

Inspection date: 30 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

Not applicable

What is it like to attend this early years setting?

The provision is good

Children arrive eager to play and happily leave their parents at the front door. Nurturing and caring staff support those children who are a little unsure and offer cuddles for reassurance. This helps to promote children's emotional security.

Children are well behaved, caring and considerate. They listen, follow instructions and are encouraged to share. For example, staff support children to take turns when running down a ramp that they have built in the garden. Children receive regular praise and encouragement in everything they do. This helps to develop their confidence and self-esteem.

Children are keen and confident to join in with activities and explore the resources, indoors and outdoors. For instance, young babies explore sensory objects, including a variety of materials and textures. Older children have fun working together. For example, they enjoy finding toy bugs that have been hidden in the sand tray and in the natural areas of the garden. These activities support children to develop a strong sense of curiosity.

Children are encouraged to develop their independence skills. For instance, at snack time, older children cut their fruit and pour themselves a drink. Throughout the nursery, children are supported to gain the skills they need to manage their own personal hygiene, such as wiping their nose, washing their hands and brushing their teeth.

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

- The manager works with staff and directors to identify ways to develop the nursery. Staff report that they feel supported by the manager. The leadership team identify staff training needs effectively through supervision meetings and mentoring. Leaders motivate and inspire staff to work as a team.
- Children with special educational needs and/or disabilities (SEND) are supported well. The special educational needs coordinator (SENCo) and manager work closely with other professionals to ensure that the needs of children with SEND are met. Furthermore, the manager uses additional funding to provide specific resources to support individual children. Children with SEND make good progress.
- The role of the key person is embedded throughout the setting. Children have strong bonds with their key person. For example, when transitioning between rooms, the key person does a thorough handover to ensure continuity of care for the child. This supports children's social and emotional development and enables them to develop trusting relationships. However, staff do not obtain information from other settings children attend, which means the nursery does

not have a full picture of the children's learning journey.

- Children go on regular outings in the local community. Staff link these outings to the curriculum and children's interests. For example, children were interested in sea-life creatures, and staff took the children to visit the local aquarium to learn about the creatures' habitats. These outings extend children's learning.
- Staff encourage children to practise their developing physical skills. For instance, babies are given opportunities to stand and pull themselves up in preparation for walking. Toddlers and older children join in with dancing and action rhymes, which helps to develop their large muscles. Children have plenty of opportunities to be active, which supports their physical health and emotional well-being.
- Children experience rich back-and-forth chatter with staff about what they are doing in their play. For example, children and staff talk in detail about the real fruit and vegetables they are playing with in the home corner. However, on some occasions, staff do not recognise when their own questioning interrupts conversations and prevents children from extending their thoughts and ideas. This holds back some children's learning and interrupts conversations.
- Parents report that they 'love' the nursery and that the communication with staff is excellent. They shared that the manager and staff ensure their children's individual needs are met, including children with SEND. Children's learning and development is shared with parents through daily conversations and at parents' evenings. Parents spoke positively about how they feel included in the nursery through activity sessions and fundraising events.
- Staff use effective teaching methods, such as pictures and simple sentences, to support children who speak English as an additional language. This helps children to develop their understanding of English.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand their role and responsibility to keep children safe from harm. They have a secure understanding of child protection and safeguarding issues. Staff are aware of the signs and symptoms of abuse and the procedures for reporting concerns. They are aware of the procedures to follow if there is an allegation about an adult. Staff deployment is effective, and regular headcounts ensure all children are accounted for when transitioning between rooms and between the indoor and outdoor environment. Clear and effective arrangements for recruitment and vetting of staff ensure that those employed are suitable to work with children.

What does the setting need to do to improve?

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

- support staff to help them use questioning more effectively, to extend children's

language and thinking

- strengthen the sharing of information with other settings that children attend in order to gain a full picture of the child's learning journey and all-round development.

Setting details

Unique reference number	2604953
Local authority	Portsmouth
Inspection number	10251666
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	41
Number of children on roll	62
Name of registered person	Top Tots Day Nursery Hedgerow House Limited
Registered person unique reference number	2604951
Telephone number	07795073231
Date of previous inspection	Not applicable

Information about this early years setting

Top Tots Day Nursery Hedgerow House Limited registered in 2020. The nursery is located in Southsea, Portsmouth. It is open from 8am to 6pm, all year, except for bank holidays and two weeks at Christmas. The nursery offers free early years education for children aged two, three and four years. The nursery employs 12 member of staff to work with the children, nine of whom hold a level 3 qualification.

Information about this inspection

Inspector

Nicole Atkinson

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 deputy manager, manager and 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 SENCo spoke to the inspector about how they support children with SEND.
- 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 carried out a joint observation of a group activity with the manager for learning and development.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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