

# Inspection of Topsyie Gillingham

Topsyie Rabbit Kindergarten, Stone House, High Street, Gillingham SP8 4AN

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Inspection date: 8 February 2023

## **Overall effectiveness**

## **Requires improvement**

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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

Not applicable

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

Children receive a warm welcome from staff when they arrive. They are keen to attend, find their friends and settle into play. Children form close and trusting bonds with the staff, who they go to for reassurance and cuddles. They include staff in their play and go to them for help, when needed. Children choose freely and confidently lead their own play. However, at times, the weaknesses in how staff manage some children's inappropriate behaviour has a negative impact on other children's learning and enjoyment.

Children benefit from an interesting range of resources and a curriculum of activities to support their personal interests, style of learning and development. Staff help children to develop their language skills and work with parents to build children's vocabulary. Children learn new words, such as what a 'tale' is and what 'hydrated' means. However, the weaknesses in the organisation of some activities when they become noisy does not help children to listen and engage well.

Staff organise outings locally to help children learn about their community and understanding of the world. These includes meeting the mayor, joining in the town pantomime and going for bird-watching walks.

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

- Staff plan and assess children's learning and know what they intend them to learn next. They join in children's play to provide some challenge, such as helping children to learn new shapes and solve mathematical problems. However, they do not manage activities well when some children become very noisy. For example, children chatter or play with noisy toys during story times. This does not teach children good listening skills and impacts on some children's concentration. At such times, some quieter children's voices are not heard.
- Staff organise activities to help children learn about different feelings and emotions. However, staff do not always follow their behaviour management strategies to address inappropriate behaviour consistently or effectively. This does not help children to learn what is expected of them and the consequences of their actions. For example, some children run inside, throw or kick toys and disrupt the play of others without consistent guidance. At such times, this impacts of the learning and enjoyment of others.
- Children benefit from many resources to encourage their imaginations and creativity. For instance, they mix herbs and leaves into soil and grate in coloured chalk to make pretend cakes in the outdoor mud kitchen. They look at recipes for 'muddy coffee' and 'herby mud cakes' to extend their ideas and literacy.
- Children develop good independence skills and confidently manage tasks for themselves to support them with their school readiness. For example, they dress

themselves for outdoor play and pour their drinks at snack time.

- Children enjoy physical challenges and learn to take risks in a safe environment. For example, children build platforms to balance on and jump off, and excitedly make the platforms higher as their confidence and skills grow. This helps to support their physical skills and self-esteem.
- Staff support children in developing healthy lifestyles. Children enjoy healthy snacks, wash their hands regularly and learn the importance of brushing their teeth. They enjoy daily physical activities and outdoor play and join in music and movement activities with great enthusiasm and delight.
- Staff establish good partnerships with parents. They learn about children's needs and developmental stage when they start and keep parents closely involved in their children's progress. Parents share positive views of the nursery provision, stating that their children are settled and happy.
- Staff work closely with one another to supervise children and keep them safe. The management team provides some supervision and coaching to help staff develop their knowledge and skills and to support staff well-being. However, this is not sufficient to ensure the quality of teaching is consistently good in all areas.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a clear understanding of their child protection roles and responsibilities. They understand the signs that might indicate a child is at risk of harm and the correct procedures to follow in the event of any concerns about a child's welfare. Staff benefit from training to keep their knowledge up to date. They maintain safe and secure play areas for children. For example, they complete risk assessments and daily checks of the premises and analyse accidents for any patterns of risk. The management team follows robust vetting procedures to ensure 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, the provider must:**

	Due date
improve staff supervision and coaching to ensure that the quality of teaching is consistently good in all areas	22/03/2023
ensure that the management of children's behaviour is consistent and effective to help all children understand what is expected of them and to develop positive behaviour and attitudes.	22/03/2023

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

- maintain calmer play spaces to help children learn to listen well at appropriate times and to ensure that the voices of quieter children are heard.

## Setting details

<b>Unique reference number</b>	2647899
<b>Local authority</b>	Dorset
<b>Inspection number</b>	10277287
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	36
<b>Number of children on roll</b>	10
<b>Name of registered person</b>	Tops Day Nursery Limited
<b>Registered person unique reference number</b>	RP901328
<b>Telephone number</b>	01747 821565
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Topsie Gillingham registered in 2021. The nursery operates from Gillingham, Dorset. It opens each weekday from 9am to 3pm, during term time only. The nursery receives funding to provide free early years education for children aged three and four years. The nursery employs three staff to work with children, all of whom hold appropriate qualifications at levels 2 to 3.

## Information about this inspection

### Inspector

Bridget Copson

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the deputy manager and has taken that into account in their evaluation of the setting.
- The deputy manager completed a learning walk around the premises with the inspector and explained how they are used to meet children's needs and deliver the curriculum.
- The inspector observed activities and the quality of staff's interactions with the children. She discussed the effectiveness of two activities with the deputy manager.
- The inspector sampled the documentation and discussed the deputy manager's knowledge of the requirements of the early years foundation stage.
- The inspector took account of parents' 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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