

Inspection of Tops Day Nurseries - Mini Mariners

79 Bridgewater Rd, Taunton TA1 2DU

Inspection date: 21 March 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children settle quickly on arrival and are curious and eager to participate in the exciting activities. For example, babies giggle as they splash in water, noticing the effect they are having as the water leaves the tray. Children grow in confidence and are happy exploring the well-resourced, calm, but busy environment, which enables children to make choices and extend their ideas. Children of all ages have daily opportunities to be outside and develop their physical skills. For example, babies who have just started walking manage to keep their balance in long grass, while older children manoeuvre bikes with control and steer around obstacles. Staff make good use of the settling-in procedures to get to know the children well. They seek important information on babies' routines and follow these to help them feel safe and secure. Children develop a love of books. They remain fascinated, eager to know what happens next, as staff read to them, pointing to words, so that children know that print carries meaning.

Parents confirm how well the setting works in partnership with them. They share good information at handover and online, to enable staff to meet children's individual needs and to support learning at home. Parents comment how their children's confidence and speaking skills have improved and report on hearing them singing songs they have learnt at nursery.

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

- The manager has a clear curriculum intent. She works well with staff to monitor children's development, identify gaps and put in place focused targeted to help children catch up, where necessary. They plan a successful learning environment and give children a wide range of experiences. Staff identify children's particular interests and preferences for learning, using them effectively to engage and motivate them. From recent training, staff carefully plan how they can implement their ethos of an eco-friendly environment. Children now grow, harvest, and eat their own produce.
- Children's language skills are good, including those who speak English as an additional language. Staff provide words for babies, extend vocabulary with toddlers and help older children to engage in discussions and recognise similar sounds. For example, they recognise rhyming words and know that car is the beginning of carnival. However, occasionally staff answer their own questions too quickly or move onto another subject before children have had time to process what they are being asked and give an answer.
- Staff speak calmly and positively to children; they are kind and reassuring, valuing children and showing them respect. They consistently implement their behaviour-management systems, so that children understand their expectations, behave well and learn to manage their emotions. For example, when toddlers engage in toy animals fighting, staff use this to talk about how that might make

them feel.

- The manager's intent for children to become more and more independent is implemented well. For example, older babies find their drinking beaker or nappy basket by their photograph. Toddlers happily enjoy using the drink dispenser and mopping up their spills. Children willingly tidy up, help with snack time, and use a dustpan and brush to clean the floor afterwards. Older children manage their personal needs, taking themselves to the toilet, wiping their noses and washing their hands. Children develop a strong understanding of healthy practices.
- Most staff provide good support for children's mathematical development. For example, staff count 'one, two, three' with babies as they play and help toddlers to count animals' feet. Staff help older children to predict how many scoops of sand fill a bowl and find out if they are correct. They sort items and find out which has the most. However, some staff do not use all opportunities to extend older children's mathematical language.
- The strong management team evaluate their practice successfully, including seeking parent and staff feedback. Due to staff changes they are currently focusing on the quality of teaching. The manager observes staff practice and gives them guidance on ways to develop their teaching skills, spending time in the rooms, to be a good role model. A senior manager is mentoring the new nursery manager to embed her knowledge of company procedures. They are supported by the area manager and company team.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that all staff receive training in safeguarding training. The management team know what concerns there are in the community and the wider world. They ensure staff have regular meetings and updates to be certain they know what to be aware of and the procedures to follow if they have concerns about children and their families. The premises are kept secure and staff carry out good risk assessments. There are good procedures in place to check all children are present during transitions, such as moving from outdoors to indoors. Children learn to take appropriate risks, such as using climbing equipment and tools.

What does the setting need to do to improve?

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

- build on staff questioning techniques to ensure children understand the questions and are given enough time to think and respond
- focus staff training on ensuring consistent teaching to support children's mathematical development more effectively.

Setting details

Unique reference number	EY343441
Local authority	Somerset
Inspection number	10276682
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 4
Total number of places	36
Number of children on roll	67
Name of registered person	Tops Day Nursery Limited
Registered person unique reference number	RP901328
Telephone number	01823 323 513
Date of previous inspection	27 July 2017

Information about this early years setting

Tops Day Nurseries - Mini Mariners registered in 2006 and is owned by Tops Day Nurseries in Bournemouth, which is a national chain. This nursery operates from within The Hydrographic Office site of the UK Ministry of Defence in Taunton, Somerset. The nursery opens Monday to Friday from 8am until 6pm, all year round, except bank holidays. The nursery receives funding to provide free early education to children aged two, three and four years. There are 10 members of staff. Of these, seven hold an appropriate early years qualification at level 3 and two staff hold a qualification at level 2.

Information about this inspection

Inspector

Elaine Douglas

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 manager and has taken that into account in her evaluation of the setting.
- The manager led the inspector on a learning walk to discuss the curriculum intent and how this impacts on children's development.
- The inspector and the manager carried out a joint observation and discussed the quality of teaching and learning.
- The inspector spoke with parents, children and staff and took account of their views.
- A leadership and management meeting was held between the inspector, manager, and senior manager.
- The inspector checked staff's safeguarding knowledge and the safety of the environment, and checked the suitability checks on staff, sampling some documentation.

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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