

# Inspection of Tops Day Nursery Christchurch

Priory Hall, Whitehall, Christchurch, Dorset BH23 1DE

---

Inspection date: 3 April 2023

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

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

### The provision is good

Children show high levels of confidence as they arrive in the nursery. They are keen to participate in the activities and they develop their own ideas. For example, children use tyres and pieces of wood to construct an assault course. They show good control as they complete the course getting faster and more confident as they progress. Staff provide a varied curriculum, taking into account children's individual needs, interests and their repeated patterns of play. Staff know the children really well, what they already know and what they need to learn next. Consequently, children make good progress in all areas of their learning and development.

Children behave well throughout the nursery. Younger children recognise when their friends are sad and will try to comfort them with their special toy. Older children are confident to negotiate, taking turns when using the same equipment. They are keen to share with a visiting adult all about their 'golden rules', such as 'kind hands', sharing and using 'indoor feet'. Children build strong relationships with their key person, who often moves with the child into the next room to help them settle. In addition, children enjoy making things for their key person, such as drawings.

Parents enjoy attending different activities such as Mother's Day celebrations in the nursery with their children. They report that they value these opportunities and have noticed improvements in communication since the new manager has taken over.

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

- Staff plan stimulating activities and children are keen to join in and share what they know and understand. Staff talk with confidence about their key children. They use their secure knowledge of the children to make sure that they target what each child needs to learn next and as a result children are well prepared for the next stage in their learning. Parents report that their children's speech and language skills have improved greatly and they feel that their children are effectively supported and ready for the move to school.
- In general, staff use the well-resourced garden to extend children's learning. For example, children learn how to grow vegetables and they enjoy them in their nursery lunch. Older children's physical development is particularly well supported in the outdoor area. Children can climb, balance and play ball games. However, staff with the younger children do not always make the most of the outdoor area and use it with regularity to support younger children playing in the fresh air.
- Staff build positive relationships with parents. There are several systems to share information about how their children are progressing. Parents can upload

photographs and comments about how their children are progressing at home, which enables staff to have an accurate picture of children's development. Parents were very positive about the key-person system and they feel confident that those adults know their children very well. Staff work closely with parents supporting children's milestones, such as potty training and weaning. Parents report that they have noticed improvements in the nursery recently which they feel their children benefit from.

- There is a strong leadership team and the manager is enthusiastic and keen to continue to build staff's professional development. There are regular meetings between the staff and manager who is a positive role model, and works with the staff to make sure they are delivering an effective curriculum. All the children in the nursery know the manager and are keen to involve her in their play.
- Children with English as an additional language and those that have special educational needs and/or disabilities are well supported in the setting. The special educational needs coordinator (SENCo) works closely with parents, staff and other professionals to make sure they get the best possible support. Children with speech and language delay are particularly well supported and the SENCo uses resources such as 'sound bags' to promote their communication and language skills.
- Staff make good use of the local community. They visit the quay, park and local castle ruins to develop their understanding of the wider world. They celebrate a range of festivals throughout the year, the majority of which link to the children attending to enable children to learn to respect and value others. Staff provide good resources and use additional funding well to enhance children's learning.

## **Safeguarding**

The arrangements for safeguarding are effective.

Management and staff have a good understanding of safeguarding. All staff attend training on a regular basis to make sure their knowledge is up to date. Safeguarding is discussed at team meetings and they regularly discuss the policies and procedures. There are clear risk assessments to make sure the environment is safe and secure. Children are encouraged to help identify risks and address them. For example, if children spill water from the water tray they can use the towels underneath the trays to mop up the water preventing slips.

## **What does the setting need to do to improve?**

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

- review how staff working with the younger children use the outdoor environment to make the most of all learning opportunities.

## Setting details

<b>Unique reference number</b>	EY546997
<b>Local authority</b>	Bournemouth, Christchurch & Poole
<b>Inspection number</b>	10276502
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	77
<b>Number of children on roll</b>	87
<b>Name of registered person</b>	Tops Day Nursery Limited
<b>Registered person unique reference number</b>	RP901328
<b>Telephone number</b>	01202 481729
<b>Date of previous inspection</b>	18 July 2017

## Information about this early years setting

Tops Day Nursery Christchurch registered in 2017. The nursery operates in Christchurch, Dorset and is one of a chain of privately owned nurseries. The nursery opens Monday to Friday, from 7am until 6pm, all year round. The nursery receives funding to provide free early years education for children aged two, three and four years. There are 14 members of staff employed. The majority of staff hold an early years qualification at level 5, 3 or 2.

## Information about this inspection

### Inspector

Lorraine Sparey

## 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 provider and has taken that into account in their evaluation of the setting.
- The inspector completed a joint observation with the manager and discussed the findings.
- Parents were spoken to and their views were taken account of.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to children to find out about their time at the setting.
- The inspector held a meeting with the manager and area manager to discuss how they monitor and evaluate the provision.
- The inspector spoke to staff and completed observations in the playrooms and the outdoor area.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023