

Inspection of Tops Day Nurseries - Bournemouth

Royal Bournemouth Hospital, Castle Lane East, Bournemouth, Dorset BH7 7DW

Inspection date: 26 April 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	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy, engaged and motivated in their learning. They participate in a wide range of activities tailored to their individual needs and interests. They benefit from positive interactions from skilled staff who ensure they are providing appropriate challenges to enable children to make the best possible progress. For example, older children learn to make a tally, recording the different ages of the children. Babies and toddlers enjoy lots of singing of familiar rhymes and listening to stories, which promotes their language development. Children behave well and know and understand the boundaries and expectations. Staff are positive role models. They support children that need additional help to regulate their behaviour, particularly with the babies and toddlers. Children show kindness. For example, older children pour drinks for younger children. They invite children to join in with their play.

Staff have high expectations for the children and plan a rich curriculum tailored to their individual needs. Skilled staff support children with special educational needs and/or disabilities (SEND) extremely well. The children have one-to-one support, and staff working with them provide good learning opportunities to help them learn. Parents are pleased with the progress their children are making and feel staff know their children well.

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

- There is strong leadership within the nursery. The manager supports staff well and has a good knowledge of the curriculum, understanding what children are learning and what they need to learn next. She has regular meetings with staff both individually and as a group. Staff report that they feel valued and respected and confident to share their ideas.
- The special educational needs coordinator is extremely knowledgeable and passionate about supporting children with SEND. She liaises with parents, other professionals and staff within the nursery to make sure that their individual needs are met. She liaises closely with schools that the children are moving on to and supports staff with tuning in to different learning styles to enable children to succeed. For example, children participate in 'bucket time', supporting new language development through the repetition of new words.
- Partnerships with parents are good. Staff warmly greet parents and children at the door. The daily handover discussion ensures staff and parents maintain an up-to-date knowledge about children's interests and how they are progressing. Parents are particularly impressed with their children's communication and language skills and their social skills. Parents value the flexibility the nursery offers.
- Staff use children's interests and repeated patterns of play to engage them in a

wide variety of activities to help children make good progress. Children are confident to talk to visiting adults about what they most enjoy and the adults that support them. For example, children talk about how they love drawing and painting. Older children enjoy looking after the pet rabbit who has free run of the pre-school room. Children learn to care for animals and show kindness when the rabbit comes to join them.

- Children's communication and language skills throughout the nursery are good. Staff use various methods such as singing, familiar stories and nursery rhymes and introduce new vocabulary through activities. Staff working with the younger children respond to their babbling, and all staff use 'sign along' to support children's communication skills.
- In general, staff organise the day well, and children follow the good routines. However, occasionally, when children are grouped together to move to outdoor play, the routines do not work so well, and children become frustrated when they are waiting. They can become distracted and push each other.
- Children have good opportunities to learn to respect and value others. Staff help children to understand the different faiths and cultures of the children attending the nursery. Staff use a language pen to help when talking with children who speak English as an additional language. This supports them in understanding instructions. In addition, they celebrate different festivals relating to the individual children, such as EID and World Earth Day.
- The management team has a good understanding of what the nursery does well and areas they would like to develop. For example, the nursery places a high emphasis on sustainability and being eco-friendly and not using single-use plastic. They regularly evaluate the provision with children, parents and staff, taking their views into account.

Safeguarding

The arrangements for safeguarding are effective.

All staff in the nursery have completed safeguarding training. The management team places a high emphasis on child protection and talks about safeguarding at every meeting. In addition, during one-to-one meetings, they talk about various aspects of safeguarding to make sure staff knowledge is up to date. There are clear policies and procedures for staff to follow in the event of a concern with a child's welfare. Senior members of staff have additional training as they are the designated safeguarding leads. Staff teach children about e-safety, road safety and keeping themselves safe by learning to take controlled risks. There are good recruitment and vetting procedures to make sure staff are suitable for their role and responsibility. In addition, their ongoing suitability is regularly reviewed to make sure they remain suitable.

What does the setting need to do to improve?

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

- review the daily routines when moving groups of children from indoors to outdoors to ensure a smooth transition and to make sure children are not waiting for long periods.

Setting details

Unique reference number	509660
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10284593
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 5
Total number of places	131
Number of children on roll	184
Name of registered person	Tops Day Nursery Limited
Registered person unique reference number	RP901328
Telephone number	01202 300688
Date of previous inspection	9 October 2019

Information about this early years setting

Tops Day Nurseries - Bournemouth registered in 2000. It is part of a chain of nurseries operating throughout the south region. It operates from a two-storey, purpose-built unit within the grounds of the Royal Bournemouth Hospital in Bournemouth. The nursery is open each weekday from 6am to 8pm for 52 weeks of the year, excluding Christmas Day, Boxing Day and New Year's Day. It receives funding for free early education for children aged two, three and four years. The nursery employs 44 staff who work directly with children. Of these, one is qualified to level 6, five have qualifications at level 5, one has a qualification at level 4, 16 have qualifications at level 3 and 10 hold a qualification at level 2.

Information about this inspection

Inspectors

Lorraine Sparey
Rosie Pritchard

Inspection activities

- There were two inspectors that completed the inspection. The lead inspector completed a joint observation with the manager and discussed the findings.
- Both inspectors completed a learning walk with the manager and discussed the curriculum and learning intentions for each room.
- One inspector spoke to parents and took account of their views.
- The inspectors held discussions about the leadership and management of the setting with three members of the management team.
- Both inspectors spoke to staff and children throughout the inspection at appropriate times.
- The inspectors viewed various documentation, including children's learning records.

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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