

# Inspection of Top Tots Day Nursery Fort Purbrook Limited

Fort Purbrook, Peter Ashley Lane, Portsdown Hill Road, Portsmouth PO6 1BJ

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Inspection date: 26 May 2023

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| <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 | Not applicable |

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

### The provision is good

Children make good progress across all areas of learning in this exciting environment. They confidently share their ideas and lead the direction of their play. For example, children build a camper van using large scale construction materials, such as tyres and big wooden blocks. They work cooperatively with their friends to bring their ideas to life. Children explain the details and features of their creation and give a rationale for what they have included. For example, they proudly say, 'It has an extra tyre on the back in case one goes flat'. Staff play alongside the children encouraging them to solve problems.

Children are welcoming and friendly. Staff encourage the children to treat each other with kindness and respect. Children demonstrate this when they cuddle their friends, and tell them how much they like them. Babies and toddlers form trusting relationships with their key person. This leads to a positive environment where children feel happy. Children understand how to keep themselves safe and remind each other of the rules, such as how to hold scissors correctly. They understand the boundaries that are in place. For example, when walking to the garden located at the top of the fort, they pair up and hold hands.

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

- Children show high levels of engagement in their learning. They are eager to participate in activities and concentrate very well. For example, children take it in turns to roll dice with pictures on to create their own story. They listen intently to the story and make suggestions for what could happen next. This helps children to develop their literacy skills and their ability to focus.
- Leaders and managers have created a plan to continually improve the setting. They work together to reflect upon and evaluate the provision. Management meet with staff to complete their supervisions and identify any training needs as they arise. However, they are yet to fully embed the support in place to help less experienced staff strengthen their interactions with children. Therefore, on occasion, some staff do not use their conversations effectively to deepen children's knowledge and extend their learning further.
- Parents are keen to share their views of the nursery. They praise the staff team commenting on how 'kind' and 'approachable' they are. Parents meet with their children's key person termly to discuss the progress that they are making. Staff make an effort to continually build partnerships with parents. For example, they invite parents in for craft afternoons to support and encourage them to work with their children to create and make things.
- The manager has established a clear curriculum, building on children's previous knowledge and their current interests. When children join, staff obtain information about their levels of development and routines. They then use this

information to plan activities to help to close any gaps in their learning. The manager ensures that the curriculum provides children with the skills they need for the next stage of their education. For instance, staff focus on children developing their independence skills and provide them with plenty of opportunities to do things for themselves. As a result, children are highly independent.

- Children learn about healthy lifestyles. They brush their teeth daily and staff talk to them about why it is important to have good oral health. Children spend time being physically active. They practise balancing and climbing outside in the fresh air. Children remind each other why they need to wear hats to keep safe in the sunshine.
- Children who speak English as an additional language are well supported to develop their communication and language skills. Staff work closely with parents to find out keywords in children's home language. They incorporate children's first language into the setting through songs and rhymes. This leads to children making good progress and feeling included and valued within the setting.
- The special educational needs coordinator is highly skilled at identifying any additional support that needs to be put in place for children. She embeds effective strategies to assist children's learning and development. This has a notable positive impact on children. Leaders ensure that any additional funding is spent to directly benefit the children. For example, she has used the funding to enhance the experiences available to children in the outside environment.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff complete training in safeguarding, which helps them to identify signs that may indicate a child is at risk of harm. Leaders regularly check staff's knowledge through questioning and during team meetings. Thorough recruitment procedures are in place to check the suitability of new staff, and leaders also monitor existing staff's ongoing suitability. Staff and leaders recognise the need to risk assess the environment due to the location of the nursery, and they take prompt action when any hazards are identified. They encourage children to participate in risk assessing the outdoor environment before they play. This helps them to be aware of their surroundings and potential hazards.

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

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

- support less experienced staff to strengthen their conversations and interactions with children, to deepen their knowledge and stretch their learning even further.

## Setting details

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| <b>Unique reference number</b>                     | 2630791                                    |
| <b>Local authority</b>                             | Hampshire                                  |
| <b>Inspection number</b>                           | 10285835                                   |
| <b>Type of provision</b>                           | Childcare on non-domestic premises         |
| <b>Registers</b>                                   | Early Years 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>                      | 50   |
| <b>Number of children on roll</b>                  | 43   |
| <b>Name of registered person</b>                   | Top Tots Day Nursery Fort Purbrook Limited |
| <b>Registered person unique reference number</b>   | 2630789                                    |
| <b>Telephone number</b>                            | 07795073231                                |
| <b>Date of previous inspection</b>                 | Not applicable                             |

## Information about this early years setting

Top Tots Day Nursery registered in 2021 and is situated in the grounds of Fort Purbrook in Portsmouth. The nursery employs nine members of staff, of these seven hold appropriate early years qualifications at level 3 or above. The setting operates from 7.30am until 6pm, all year round. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Jade Orosz

## 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 setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- Leaders joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke to children, to find out about their time at the setting.
- 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 spoke to several parents during the inspection and took account of their 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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