

Inspection of Tops Day Nurseries - Portsmouth

Queen Alexandra Hospital, Southwick Hill Road, Cosham, Portsmouth, Hampshire
PO6 3LY

Inspection date: 31 May 2023

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Inadequate
--	------------

What is it like to attend this early years setting?

The provision is good

Children are welcomed warmly by staff. Their key persons know them well. There are good handovers from previous key persons and ongoing communication with parents. Overall, children's individual needs are known and met securely by staff. Staff are keen for children to reach their potential. This includes children with special educational needs and/or disabilities (SEND), and those learning English as an additional language (EAL).

Staff generally provide consistently good support and interactions to help children successfully build on their knowledge and skills. Children have fun and enjoy their play and activities. The interesting resources and activities help to stimulate children's curiosity and interest in their learning. For example, babies enjoy sensory experiences, such as exploring paint and water. Toddlers used ladles, different-sized metal pots along with colanders in the sandpit. They become intrigued, as they watch sand pour through the colander holes.

Children learn to persevere at completing tasks by themselves, which promotes their independence. They pour their own drinks and serve their meals confidently. Children behave well and are guided appropriately by staff. This means children gain a good awareness of the behaviour expectations. Children benefit from forest school sessions and outings in the local area. These help to develop their understanding about the world they live in. Children develop their physical skills well. They confidently recognise and take appropriate risks. For example, pre-school children skilfully steer balance bicycles to avoid their friends.

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

- The management team and senior leadership team have a good oversight of the quality of the provision. They and the staff have worked hard to make improvements. The staff team work well together. Staff speak highly about the management team's support. They receive good support for their well-being and professional development. Since the last inspection, staff have completed relevant training to help them build their skills and knowledge. This has a positive impact on the quality of their practice and the provision.
- Staff understand the curriculum's learning intentions clearly. Overall, staff's teaching and interactions are consistently good. Sometimes, staff do not fully extend children's knowledge and skills. For example, staff do not always recognise children's attempts to do something or provide interactions that build on their further learning. Staff use additional funding carefully in relation to children and their family's needs. This includes buying well-considered resources to support children's physical development and emotional well-being.
- Staff observe, assess and monitor children's learning regularly. This helps them

to promote children's readiness for the next stage of their learning, including school. Staff identify and address gaps in children's progress promptly. Arrangements to support children with SEND are organised effectively. This includes implementing individual educational plans, making referrals to professionals and seeking relevant funding to support children. Close working partnerships with parents and professionals promote continuity for children.

- Older children confidently approach adults to ask questions or to hold discussions. They listen and recall information well. For example, children listened and responded to instructions during a game. With support from staff, toddlers recalled their experience of visiting a castle. Babies hear repeated words and phrases. They delight in exploring musical toys when staff sing songs and rhymes. This promotes their early language skills effectively. Staff understand other languages spoken or heard at home by children. However, they do not use this information fully to enhance children's experiences, including when new children are settling.
- There is a strong emphasis on including and welcoming families and children from different backgrounds. Children form positive relationships with staff and each other. They learn to be kind and caring towards others and to take care of their environment, such as by tidying up. Children learn about their emotions and how to recognise and manage these.
- Staff and the management team form strong relationships and communication with parents. They keep parents well-informed, for example through discussions when children are collected. Parents speak very highly about their experiences of using the nursery. They highlight the good support they receive from staff, the trust they have in the care of their children and the inclusive approach. Parents comment on the progress their children make, such as their confidence, speech and language.

Safeguarding

The arrangements for safeguarding are effective.

Staff, including new and unqualified staff have a robust knowledge of safeguarding. Since the last inspection, they have completed further training. This means staff are confident in recognising indicators that may mean a child's welfare is at risk. Staff have a good understanding of the referral processes. This includes different agencies to make referrals to about children or staff should any concerns arise. Staff demonstrate a clear understanding of how to implement the policies which promote the well-being and safety of children. These include procedures for outings, mobile phones, risk assessments and how to manage accidents and injuries to children.

What does the setting need to do to improve?

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

- extend staff's awareness of when to support children during their play and activities to help build further on what they already know and can do
- enhance ways to integrate other languages heard or spoken at home within children's daily experiences, particularly to further support children learning EAL.

Setting details

Unique reference number	EY281231
Local authority	Portsmouth
Inspection number	10271512
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 11
Total number of places	115
Number of children on roll	250
Name of registered person	Tops Day Nursery Limited
Registered person unique reference number	RP901328
Telephone number	02392 215786
Date of previous inspection	12 December 2022

Information about this early years setting

Tops Day Nurseries - Portsmouth registered in 2004 and operates from the grounds of the Queen Alexandra Hospital. It is open Monday to Friday, from 6am until 8pm, all year round, except for Christmas Day, Boxing Day and New Year's Day. It receives funding to provide free early years education for children aged two, three and four years. The nursery employs 46 staff, including two admin staff. Of these, 31 staff hold relevant early years qualifications from level 2 to level 6.

Information about this inspection

Inspectors

Sheena Bankier
Victoria Salisbury

Inspection activities

- The inspectors discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the nursery.
- The manager explained the curriculum intentions to the inspectors during a learning walk of all areas of the nursery, and discussed the aims and rationale of the curriculum.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Discussions and meetings were held with the management team, senior leadership team members and staff during the inspection.
- The special educational needs coordinator spoke to the inspectors about how they support children with SEND.
- The inspectors observed and evaluated activities with members of the management team.
- Parents discussed their views and provided feedback about the nursery in person and in writing.
- Children talked to the inspectors about their interests and activities.
- A sample of relevant documentation was reviewed by the inspectors, including evidence of recruitment, suitability checks and paediatric first-aid certificates held by staff.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2023