

Inspection of Tops Pokesdown

4c Wolverton Road, Boscombe, BOURNEMOUTH, Dorset BH7 6HT

Inspection date: 25 July 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children demonstrate that they feel safe and are emotionally secure. They separate confidently from their parents and carers and are eager to explore the nursery environment. They are independent and know where to find the resources they want to play with. For example, older children find pencils and paper to create pictures, and the younger ones find their favourite toy animals and books. Babies seek out familiar and friendly staff for cuddles.

Although the management team has developed a curriculum designed to prepare children for moving on to school, managers do not ensure that staff deliver this as well as they could. Staff do not always tailor learning opportunities to what children need to learn next. Some activities are too simple or challenging for the children, and they lose interest or do not take part. Staff do not build on children's vocabulary by extending their communication and language further. Children do not make the best possible progress.

All children spend time outdoors each day and practise their physical skills. Children of all ages learn to balance and climb confidently on equipment. They play well alongside staff and their peers. Although staff encourage the children to share, they do not provide children with consistent messages about expectations for good behaviour. This results in children not taking turns or sharing with others.

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

- The management team provides a good range of training to develop staff skills. However, managers do not focus this sharply enough on ensuring that all staff have the right skills and knowledge to support children's learning effectively. Some staff do not differentiate learning to cater for the different abilities of children. For example, they complete tasks for children during activities that the children could do for themselves. Other children do not engage fully, as the activity is not tailored to their interests or needs, and there is little extension or challenge from staff. This sometimes causes children to lose focus and prevents them from benefiting from the learning opportunities.
- The quality of interaction between staff and children is not consistently good across the different rooms to ensure that all children receive the same learning opportunities to promote their communication and language development. For example, staff use songs to support younger children to develop their vocabulary. These staff model a range of interesting vocabulary and sounds as they play with the children. For example, in the baby room, they name animals and the noises they make, allowing children the time to copy. However, other staff do not extend or model language as well. Staff who work with older children name objects and items that are familiar to children, but they do not

introduce children to new language to extend their vocabulary and understanding.

- Staff have a clear understanding of their key children's needs and progress. In their absence, another member of staff oversees their key children's learning for the day. However, the management team does not ensure that this system is effective, as these staff have a limited knowledge of the learning needs of the children they are assigned to work with. This means that children do not benefit from learning that specifically targets their developmental needs.
- Children are beginning to learn the rules and routines of the nursery. However, staff do not manage some aspects of the children's behaviour effectively. For example, staff intervene on the occasions when disputes occur and encourage older children to share the resources. However, they do not always provide explanations about why the children should not snatch the toys, to help them understand why they should share and take turns.
- Across the nursery, staff encourage children to be healthy. Children are reminded to drink water to keep hydrated, learn about oral health and enjoy lots of fresh air. Staff supervise children effectively when they are eating. They are positive role models for children and support them to develop good manners. Children learn about good hygiene routines, such as handwashing before eating. They enjoy time to play outdoors in the fresh air every day.
- Staff teach children about sustainable choices from an early age. For example, staff and children visit local businesses that donate items to the nursery. They learn about the process of recycling through the items they receive, such as boxes and flowers, and how these can be used within play. The nursery also links with the nearby care home, where children interact with older people. This supports children's social skills and knowledge about the community in which they live.
- The manager gives parents opportunities to provide feedback via online systems. Information is regularly shared with parents regarding their child's time at the setting. Key persons discuss children's developmental progress with parents and how they can support their child's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure knowledge of the signs and symptoms of abuse. They know who to contact if there are welfare concerns about a child. Staff understand their duty to be vigilant to possible indicators of abuse. Robust recruitment and induction processes are in place, and all staff attend regular safeguarding training to keep their knowledge current. All daily risks to children are identified and minimised. Staff teach children about road safety when they go on their trips out.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
improve staff training to help them to deliver the intended curriculum so they are able to teach children what they need to learn next, with particular regard to their communication and language	18/08/2023
ensure that all staff know how to support the individual children they are responsible for, ensuring they are able to meet their learning needs.	18/08/2023

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

- provide older children with the support they need to understand expectations for good behaviour, supporting them to manage their own behaviour, share and take turns in their play.

Setting details

Unique reference number	EY344955
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10302525
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 8
Total number of places	135
Number of children on roll	178
Name of registered person	Tops Day Nursery Limited
Registered person unique reference number	RP901328
Telephone number	01202 720111
Date of previous inspection	22 August 2018

Information about this early years setting

Tops Pokesdown registered in 2006. It is part of a large chain of nurseries and operates from Boscombe, Dorset. The nursery opens from 6am to 8pm. There are 23 members of staff employed. The manager holds an early years qualification at level 5, 10 staff hold qualifications at level 3 and two staff hold level 2 qualifications. The nursery receives funding to provide free early years education for children aged two, three and four years.

Information about this inspection

Inspectors

Marie Swindells
Mikaela Jauncey

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 their evaluation of the provider.
- The manager and deputy joined the inspectors on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the managers about the leadership and management of the setting.
- The inspector carried out two joint observations with the manager and the deputy.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

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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