

Inspection of Tip Top Day Nursery Wednesbury

36a Holyhead Road, Wednesbury, Staffordshire WS10 7DF

Inspection date:

22 August 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

Requires improvement

What is it like to attend this early years setting?

The provision requires improvement

The management team have made some improvements since the last inspection. However, this is not yet effective in raising the quality of education to a consistently good level. Staff do not always deploy themselves so that children benefit from purposeful learning. At times, this impacts on children's level of engagement. Staff plan some activities covering all areas of learning. For example, children choose their favourite animal to create their own painting and delight in making shapes in the sand. However, staff do not always identify how to extend and challenge children's learning to build on what they already know.

Staff provide a warm welcome to children as they arrive. Children settle quickly and are happy. This is because staff form secure attachments with their key children. Children enjoy their time playing with their friends. They play games in the garden with balls and cheer when their friends catch the ball. Children show care and concern to others as they wash the baby dolls. Staff encourage children to think about what they need to wash the babies hair with. This support their development in speaking and understanding.

Occasionally, children become bored during routine parts of the day and this results in some unwanted behaviour. Staff do speak to children about their behaviours and explain their expectations. For example, staff come down to children's eye level to explain why their behaviour is not acceptable. Staff prioritise children's safety and make themselves available to ensure that they can respond to children's needs. For instance, any minor anxieties from children are swiftly responded to, with nurturing cuddles and reassurance. This supports children's emotional well-being.

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

- Managers are in the process of developing and embedding the curriculum. However, staff do not yet deliver the curriculum to provide enough challenge for all children. During some activities, staff do not extend children's learning to help them to gain new knowledge and build on what they already know and can do. This hinders the progress that children make in their learning.
- Staff promote a culture of diversity and inclusion. They are respectful towards each other and act as positive role models to help children share their views. Staff respond positively towards children's contributions and praise them for taking part. They celebrate children's uniqueness across the nursery, enabling children to feel valued as part of their community.
- At lunchtime, children join in with discussions as they talk about where they have visited recently. However, as children sit for extended periods of time, they become restless and less engaged. This results in their behaviour becoming a

little disruptive.

- Children explore the activities on offer and show some motivation with initiating their own play. Staff offer some interactions during this time. However, they do not always deploy themselves effectively to help children to remain engaged in their learning. This is because staff often prioritise carrying out daily tasks. Consequently, children's learning becomes disrupted and they often wander away from activities and lose focus.
- The special educational needs co-ordinator (SENCo) meets with parents and other professionals regularly, to ensure children with special educational need and/or disabilities (SEND) are supported and have appropriate targets in place. Staff use assessments to identify gaps in children's learning. They work closely with the SENCo to identify what support children need to help close gaps and prepare them for the next stage in their learning.
- Parents comment positively about the improvements they have noticed in the nursery. Staff provide information to parents about their child's learning and share activities to support their development at home.
- Staff implement strategies to support children with transitions to school. They share stories with children about learning to manage their emotions and the feelings of worry they may feel when they move on to school. Staff gift them with a worry toy so that they can talk to the toy about how they are feeling. They work in partnership with schools and share information about children to support them with this transition.
- Children learn about healthy lifestyles. They enjoy time outside in the garden, being active as they ride on the bicycles. Staff talk to children about the foods they eat and what is healthy or unhealthy. Children follow good handwashing routines before mealtimes and sing a song about the importance of handwashing. This helps children develop their awareness of personal care routines.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have worked closely together to raise their awareness of safeguarding issues. Staff now understand how to report any concerns to the relevant local safeguarding partners. Managers and staff carry out regular risk assessments of the environment to ensure that it is safe for children to play. Recruitment procedures are robust. The manager carries out required vetting checks on staff to assess their suitability. Staff consistently follow procedures to ensure that children's dietary and medical needs are met.

What does the setting need to do to improve?

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

	Due date
support all staff to effectively implement an ambitious and challenging curriculum to build on children's knowledge and skills.	27/09/2023

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

- review the organisation of routines so that children are not waiting for extended periods of time
- improve how staff deploy themselves to help children remain focused and engaged in their learning.

Setting details

Unique reference number	2566024
Local authority	Sandwell
Inspection number	10266293
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	44
Number of children on roll	45
Name of registered person	Tiptop Childcare Limited
Registered person unique reference number	RP557226
Telephone number	0121 502 0248
Date of previous inspection	10 November 2022

Information about this early years setting

Tip Top Day Nursery Wednesbury registered in 2020. The provider employs nine members of childcare staff. Of these, six hold an appropriate early years qualification above level 2, and three are unqualified. The nursery opens from Monday to Friday, all year round, except for one week at Christmas. Sessions are from 7am to 6pm. The nursery is in receipt of funding for early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Katherine Wilson

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager 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 viewed the provision and discussed the safety and suitability of the premises.
- The inspector observed the interactions between staff and children.
- Children spoke with the inspector during the inspection.
- Staff spoke to the inspector during the inspection.
- The SENCo spoke to the inspector about how they support children with SEND.
- 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 carried out a joint observation with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of 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.

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