

Inspection of Tops All Saints Lymington Day Nursery

All Saints Church, All Saints Road, Lymington SO41 8FD

Inspection date: 5 October 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

Staff warmly welcome children and their families into this inclusive nursery. Children are happy to start their day. They eagerly leave their parents and explore the exciting opportunities available to them. For example, staff offer opportunities for babies to follow their strong impulse to explore. They deeply engage in pinching and stretching play dough. Older children spend time creating detailed marks on the floor. They use water and paintbrushes to draw lines and circles. This helps to develop their creativity and physical skills.

Staff plan a range of activities that support children's unique learning styles. For example, they continually observe children's play to identify current interests. Babies show great determination as they transport small scoops of sand into containers. They use excellent small-muscle movements as they persist. Older children form enclosures around them as they build from crates in the garden. Staff encourage children to problem-solve and test out their ideas.

Children behave well. They delightfully play together in the mixed-age garden. Staff sensitively support children to share toys and be respectful to their friends. Older children learn to be caring towards their younger peers. They kindly invite them into their play. This helps children to share, take turns and be kind to one another.

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

- The curriculum is uniquely designed to support children's learning preferences and interests. All staff are clear about the curriculum intent and the ethos of the nursery. They use their knowledge of individual children to engage them more deeply in their learning. For example, staff develop an understanding of certain repeated actions children use during play, known as 'schemas'. They use their knowledge of individual children to engage them more deeply in their learning. Additionally, staff carefully consider extra-curricular experiences that they can provide for children. For instance, children enjoy activities such as gardening club and cooking school.
- Children have good opportunities to develop their independence. Staff include older babies in their personal care routines. For example, they gently encourage them to find their own nappies. Toddlers persist and keep on trying when they feed themselves at mealtimes. Pre-school children receive plenty of praise as they confidently put on their own socks and shoes. This supports children to develop the independence skills required for their futures.
- There is a strong focus on sustainability and caring for the environment at this nursery. Staff are passionate about teaching children to 'love the Earth'. For example, children learn how to reuse materials and how to recycle items. They

spend a considerable amount of time outside. Children make bug hotels and plant wildflowers to encourage wildlife in the garden. They develop a strong knowledge of the world around them.

- Partnerships with parents are good. Staff give daily feedback and share information on children's learning and development. Parents are extremely complimentary about the nursery. They comment positively about the relationships their children have with their key person.
- Children with special educational needs and/or disabilities (SEND) are very well supported. The committed special educational needs coordinators are very passionate about their roles. They work together with staff, other professionals and parents to ensure that children's learning and care needs are met. For example, staff implement targeted plans to support children with SEND. This supports children to make good progress in their learning and development.
- Children of all ages have plenty of opportunities to play outside in the fresh air. Overall, staff deploy themselves effectively and positively engage with children. There is a hive of activity outside. This promotes children's curiosity and motivation to learn. However, on occasion, staff do not give enough consideration to meeting the needs of babies that remain inside. For example, at times, although ratios are met, if babies inside become unsettled, there are not always enough experienced staff available to respond to them quickly.
- The manager is passionate about providing high-quality care and education for all children. Staff receive effective supervision and coaching. They benefit from good training opportunities. Staff use the information gained to enhance children's learning. The manager prioritises the well-being of staff. For example, staff can access an available mental health first aider if needed. This helps staff to feel well supported.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good knowledge and understanding of the signs and symptoms of abuse. They undertake training in relation to a number of areas related to safeguarding, such as female genital mutilation and radicalisation. All practitioners are aware of the whistle-blowing policy and have confidence in following and reporting any concerns. Recruitment procedures are robust. Leaders make regular checks to ensure staff's ongoing suitability to work with children. Risk assessments are in place to minimise hazards, and staff create an environment that is safe and secure. Children are closely supervised. When babies are sleeping, staff remain in the room to monitor their safety.

What does the setting need to do to improve?

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

- review and improve the deployment of staff during routine activities outdoors to ensure babies' needs are promptly met.

Setting details

Unique reference number	EY500066
Local authority	Hampshire
Inspection number	10312719
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 4
Total number of places	100
Number of children on roll	102
Name of registered person	Tops Day Nursery Limited
Registered person unique reference number	RP901328
Telephone number	01590 676297
Date of previous inspection	20 November 2018

Information about this early years setting

Tops All Saints Lymington Day Nursery registered in 2016. It opens for 52 weeks of the year, Monday to Friday, from 6am to 8pm. A team of 25 staff works with the children. Of these, one holds a qualification at level 6, two at level 5, 14 at level 3 and eight are unqualified. The nursery offers funded early education to children aged two to four years.

Information about this inspection

Inspector

Kelli Wiseman

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 provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The manager carried out a joint observation of an activity with the inspector.
- The inspector spoke to several parents during the inspection and took account of their views.
- Relevant documentation and evidence of the suitability of staff working in the setting was viewed.
- 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 manager shared her vision and ethos of the nursery with the inspector.

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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