

# Inspection of Tip Top Day Nursery, Bilston

The Parish Centre at St Chad's, Connaught Road, Bilston, West Midlands WV14 6NY

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Inspection date: 27 November 2023

<b>Overall effectiveness</b>	<b>Inadequate</b>
The quality of education	<b>Inadequate</b>
Behaviour and attitudes	<b>Inadequate</b>
Personal development	<b>Inadequate</b>
Leadership and management	<b>Inadequate</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is inadequate**

Staff's knowledge of how to manage children's behaviour is weak. Staff struggle to support children to calm down when they are upset. This results in multiple occasions where children become aggressive towards one another as they push, hit, and kick their peers. During this time, staff do not support the children to start to understand how their actions affect others or what is expected of them. Consequently, children display repeatedly poor behaviours towards one another. This impacts on other children's safety.

Staff do not ensure that the most-able children are sufficiently challenged in their learning. They also do not recognise where less confident children require more support to achieve the learning outcome. In addition, during free play, staff do not think carefully enough about providing the children with stimulating activities. Staff make referrals to other professionals where concerns arise about a child's development. However, they do not consistently use some of the strategies or techniques, that have been shared by those professionals, in practice with the children. These failures do not ensure that all children are able to fully thrive in their development. That said, staff follow children's individual care routines. For example, they recognise and respond to children when they require nappy changing, or show signs of tiredness and hunger.

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

- Leaders have not placed enough focus on using supervisions to help improve staff's overall practice or the quality of teaching and learning children receive. Staff do not differentiate their teaching to suit the different ages and stages of children's development. In addition, staff themselves do not model language well enough as they speak to the children and each other.
- Staff are not consistent in how they manage children's behaviour. They do not support children to fully understand right from wrong. Staff also lack the understanding of how to support children to self-regulate. This results in multiple occasions where children continue to hurt one another. This weak practice does not ensure that all children are kept safe from harm.
- Leaders do not monitor how well staff understand and follow their curriculum. Staff do not use what they know about the children to help them plan purposeful activities. They also do not tailor activities to meet each child's current level of understanding. This means that activities are either too challenging for children to achieve, or not challenging enough for the most-able children. In addition, staff do not think carefully enough about providing children with an enabling environment as they free play. This means that children are often disengaged. These weaknesses do not support children to develop their knowledge, which impacts on the progress they are able to make in their learning.

- Leaders and staff make swift referrals to other professionals when concerns arise about a child's development. They attend meetings to share and gather key information about the best way to support the children with special educational needs and/or disabilities (SEND). However, staff do not consistently follow or use the specific strategies that have been shared from other professionals. This does not ensure that children with SEND fully thrive in their development.
- Parents and staff speak highly about how leaders support them. Parents add that leaders and staff are very welcoming. Parents know who their child's key person is. Staff keep parents informed about their child's daily activities and share observations with parents. Staff provide parents with different activities they can do at home with their child.
- Leaders tailor settling-in sessions to each child's needs. Staff use this to find out key information about the children, such as medical, dietary requirements, and care routines. Parents speak highly about how the settling-in sessions have supported their child to become familiar with the staff.
- Staff provide the children with a range of healthy and balanced meals throughout the day. Children also have access to fresh drinking water. Staff clean children's hands, faces and noses regularly. Children also have lots of opportunities to get physical outdoors. This all helps children to start to understand how they can stay healthy and clean.

## Safeguarding

The arrangements for safeguarding are not effective.

Leaders do not ensure that staff are confident to respond swiftly to children when they display poor behaviours. Consequently, children often show a lack of respect towards each other, as they lash out and hurt their peers. This impacts on other children's safety and welfare. That said, staff know the action they should take if concerns arise about a child's welfare or the suitability of a member of staff. The setting is secure. There are effective systems in place to ensure the identity of visitors are checked, before they are allowed entry into the setting. Staff knowledge of the action they should take if a child suffers an accident at the setting is sound. Leaders also have effective recruitment procedures in place to check staff's suitability to work with children. Staff are trained in paediatric first aid.

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

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	<b>Due date</b>
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implement effective supervisions to provide staff with the right level of coaching and support they need, to help improve the quality of teaching and learning children receive to at least a good level	05/01/2024
improve staff's knowledge of how to manage children's behaviour, in order to support children to learn how to self-regulate and understand right from wrong	05/01/2024
ensure all staff understand and implement an ambitious curriculum that is differentiated to each child's age and stage of development and provides children with sufficient and appropriate challenge	05/01/2024
improve the use of planning to ensure children are provided with stimulating and enjoyable experiences that allow them to maintain high levels of engagement, particularly during free play	05/01/2024
ensure that the needs of children with SEND are met through agreed strategies that are understood and consistently implemented by all staff.	05/01/2024

## Setting details

<b>Unique reference number</b>	2697562
<b>Local authority</b>	Wolverhampton
<b>Inspection number</b>	10320199
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	52
<b>Number of children on roll</b>	32
<b>Name of registered person</b>	Tiptop Childcare Limited
<b>Registered person unique reference number</b>	RP557226
<b>Telephone number</b>	01902 496296
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Tip Top Nursery, Bilston registered in 2023. The nursery employs eight members of childcare staff, of these six hold early years qualifications at level 3. The nursery opens from Monday to Friday all year round. Sessions are from 8am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Louise Chinyuku

## 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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector viewed the setting and discussed the safety and suitability of it.
- 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 spoke to parents and staff and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

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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