

# Inspection of Tops Day Nurseries - Havant

Stockheath Lane, Havant, Hampshire PO9 3BD

---

Inspection date: 23 November 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 Good

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

### **The provision is good**

Staff have warm, nurturing and caring bonds with children. Children feel safe and secure with their trusted adults. They know staff will provide them with reassurance and cuddles when they are unsettled, such as when there is a visitor to the nursery. Staff act as good role models for children. For example, they model how to take turns and support children effectively when they give it a go with their peers.

Children are keen to learn and they enjoy taking part in activities that capture their interests. For example, they eagerly take part in music and movement activities. Staff teach children to effectively manage risks in their play. For instance, young children learn how to master the climbing equipment while keeping themselves safe. Children learn to problem-solve through play. For example, staff model what to do when they find something tricky, such as when the bubble wand gets stuck. They encourage children to think of solutions. Children beam in delight when they succeed in pulling the bubble wand out from the tube.

Children take pride in their independence skills from an early age. For example, children gain more and more autonomy over snack as they progress from buttering their own crackers to slicing their own fruit.

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

- Children make good progress in their learning and development. Staff use observations and assessments of children effectively to identify any gaps in learning. However, some staff do not consistently use this knowledge to plan precisely for children's next steps in learning. Therefore, some learning is not tailored precisely to what some children need to learn next.
- Children with special educational needs and/or disabilities have their needs met well. The special educational needs and disabilities coordinator ensures that staff provide children with the environment they need to succeed. For example, children use a quieter space and their trusted adult to help regulate their emotions when needed. This helps children to flourish in a way that is best suited to their needs.
- Staff support children's language development from the very beginning. For example, the youngest children learn to use objects of reference to communicate their wants and needs. Older children take part in small-group activities that develop their listening and attention skills. Staff skilfully introduce new vocabulary to children, such as 'stretchy' and 'sticky'. Children quickly learn the new vocabulary and are then able to use it themselves as they play with the resources.
- Staff take pride in their work. They seek opportunities to extend their own

professional development. Staff eagerly share what they have learned and use this to actively enhance the provision. Staff, after a recent training, have implemented new projects. For example, they teach children to be curious about the world around them using skilled discussions around their new 'curiosity box'.

- Managers ensure that additional funding is spent effectively to meet the needs of individual children. They work in close partnership with parents and other professionals to identify what children would benefit from the most. For example, funding has been used to support children's emotional development through resources that can be used at home and within nursery.
- Staff have high expectations for children's behaviour. They skilfully support children as they learn to handle minor conflicts. Staff ensure they validate each child's feelings when there are minor disagreements, such as over toys. They encourage children to consider each other's feelings. This provides children with the strong foundation they will need for developing relationships with peers as they grow older.
- Parent partnerships are a real strength of the nursery. Parents comment on the secure bonds that they have with the staff as a family. Staff go above and beyond to support the community and be there for the whole family. They support parents with home learning ideas by providing stories and games as well as supporting them with practical help, such as finding a dentist. This helps build the trust and partnerships with parents even further.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff demonstrate that they have a secure understanding of their roles and responsibilities in safeguarding children. They have a strong knowledge of the signs and symptoms that may indicate a child is at risk of harm. Staff know how to refer their concerns within the company and externally to the relevant local safeguarding partners. This includes how to refer allegations about a member of staff, should they need to. The management team has an in-depth knowledge of how to ensure staff suitability at the recruitment stage as well as on an ongoing basis. Staff regularly share tips and hints with parents on different ways to keep children safe from harm. For example, they share ideas on how to keep children safe online.

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

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

- enhance staff's understanding of how to use their knowledge of what children know and can do to plan more precisely for their next steps in learning.

## Setting details

<b>Unique reference number</b>	EY495534
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10315373
<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>	0 to 4
<b>Total number of places</b>	54
<b>Number of children on roll</b>	125
<b>Name of registered person</b>	Tops Day Nursery Limited
<b>Registered person unique reference number</b>	RP901328
<b>Telephone number</b>	02392481101
<b>Date of previous inspection</b>	1 June 2018

## Information about this early years setting

Tops Day Nurseries - Havant registered in 2016 and is part of the Tops Day Nurseries chain. The setting is open from 7am until 6pm Monday to Friday, all year round. The provider is in receipt of funding for the provision of free early education for two-, three- and four-year-old children. There are 21 members of staff. Of these, 18 hold appropriate early years qualifications at level 2 and above.

## Information about this inspection

### Inspector

Natasha Jarvis

## 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 explained the curriculum intentions to the inspector during the learning walk.
- The inspector took part in discussions with the management team and staff during the inspection.
- The manager and the inspector observed and evaluated an activity together.
- The inspector sampled relevant documents and reviewed evidence of the suitability of staff.
- Parents shared their views with the inspector.
- The inspector observed staff and children throughout the day.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023