

Inspection of Tree Toppers

Willow Grange, Henry Street, Blackburn BB1 4JJ

Inspection date:

4 December 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 make some progress in their learning at this nursery. However, there are inconsistencies in the delivery of some aspects of the curriculum and the setting's policies. This means that children do not make consistently good progress in their development. The implementation of the curriculum in other areas is more successful. For example, staff provide many opportunities for children to develop their physical skills. Staff provide well-placed equipment to encourage babies to crawl and pull themselves up to standing. Older children confidently climb and staff encourage them to balance on bikes. Children proudly state, 'I went fast' as they manage to push themselves along.

Staff do not provide children with clear and consistent messages about the expectations of their behaviour. Children are not supported well enough to understand the impact of their behaviour on others. Staff do not support children in managing their feelings when they are having difficulties. Furthermore, staff do not always consider how the poor organisation of some activities impacts on children's behaviour and engagement. For example, at story time children begin to push each other as they cannot see the book being read by staff.

This said, children arrive at the nursery eagerly and are keen to see the caring staff and their friends. Staff and children enjoy spending time together, engaging in play and discussions. Staff sing to children as they carry out intimate care routines. They encourage children to identify similarities and differences between themselves and others as they look in mirrors. These experiences help children to feel valued and secure.

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

- Leaders have an accurate view of the setting's strengths and the weaknesses that need addressing. They have plans in place for the continuous improvement of the nursery. Leaders have introduced new systems for the coaching and mentoring of staff. Supporting staff's well-being is given high priority. However, the new systems are still in their infancy and training is not targeted to address the inconsistencies in the quality of practice.
- Staff know children well and identify when they could benefit from extra help in their learning. Leaders have good oversight of the use of additional funding and the impact this has on children's development. Leaders have made links with outside agencies and use this expertise to develop targeted plans to support children with special educational needs and/or disabilities (SEND). However, these agreed interventions and strategies are not consistently implemented by staff to support the development of children with SEND.
- Hygiene practices are not consistently implemented to reduce the spread of

germs. Staff do not recognise when children need their noses wiping. When it is brought to staff's attention by leaders, they do not follow stringent hand washing procedures afterwards. Furthermore, when children cough over their meals this goes unnoticed by staff. Other areas of children's health are supported well. For example, the cook spends time talking to children about the ingredients that go into their meals. Children discuss the benefit of eating vegetables.

- Staff provide a well-resourced environment that allows children to extend their learning. For example, following enjoying a story about The Three Little Pigs, children build houses with foam bricks. They try to blow down the house and then proudly exclaim that the pigs are safe now. Children are eager learners, however at times this learning can be disrupted as other children can snatch toys as children play. Furthermore, as some resources get thrown, staff do not remind children about the importance of caring for them.
- Children have many opportunities to develop their early writing skills as they enjoy making marks in flour, sand and squeezing and rolling dough. Staff have supported children to develop good pencil control. Children eagerly write cards to their family and proudly add their mark to the front of them. Pre-school children begin to write letters from their names. However, staff do not accurately pronounce the sounds that letters represent when modelling this to children. This does not support children to learn the correct information.
- Leaders have effectively embedded the curriculum for mathematics. As children fill up jugs with water, staff introduce language such as 'full' and 'empty'. As babies explore toy bugs, staff count the legs as the babies touch each one. Older children demonstrate impressive counting skills and eagerly identify shapes in the environment. These experiences help children to begin to understand early mathematical concepts through everyday activities.
- Partnerships with parents are effective. Parents value the daily dialogue and updates they receive on the dedicated app about their children's care needs and development. Parents describe the staff as 'welcoming' and state that their children enjoy attending. Parents state that the nursery has helped their children to make progress in their speech and to become more confident.

Safeguarding

The arrangements for safeguarding are effective.

Leaders follows robust recruitment procedures and ensure that all staff working with children have suitability checks in place. Staff have a good understanding of the signs and symptoms which could indicate potential signs of abuse. Staff know the procedures to follow if they have any concerns about a child or a colleague. They complete risk assessments and daily checks to ensure that the environment is safe for children. There are clear processes for recording and monitoring accidents and incidents. Staff discuss with children how to keep themselves safe. For example, they remind the children to sit at the table when eating and discuss the risk of choking.

What does the setting need to do to improve?

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

	Due date
ensure there is a consistent approach to supporting children's management of their emotions and understanding of the behavioural expectations	22/12/2023
ensure staff follow the setting's hygiene procedures consistently to prevent the spread of infection and to consistently support children's good health.	22/12/2023

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

- embed the arrangements for supervision and coaching to support staff to implement the intended curriculum so that the quality of education is consistently good
- support staff to be able to understand and consistently implement the agreed strategies for children with SEND.

Setting details

Unique reference number	EY558541
Local authority	Lancashire
Inspection number	10321228
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	48
Number of children on roll	48
Name of registered person	Toppers Childcare Limited
Registered person unique reference number	RP558540
Telephone number	01254 876668
Date of previous inspection	4 October 2018

Information about this early years setting

Toppers Day Nursery re-registered in 2018 due to a change to the company status. The nursery employs nine members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, three at level 5, three at level 3 and two at level 2. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Rebecca Weston

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 leaders and has taken that into account in their evaluation of the nursery.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- Children communicated with the inspector during the inspection.
- The inspector held discussions with leaders and the owner to assess the effectiveness of leadership and management.
- The manager and the inspector carried out a number of joint observations of group activities.
- The inspector spoke to several parents during the inspection and took account of their views.
- Leaders provided the inspector with a sample of key documentation on request, including documentation to demonstrate the suitability of staff.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Leaders spoke to the inspector about how they support children with SEND.
- The inspector viewed the provision and discussed the safety and suitability of the premises.

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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