

Inspection of Tops Day Nurseries - Newport

Isle of Wight College, Dodnor Lane, NEWPORT, Isle of Wight PO30 5TA

Inspection date: 6 February 2024

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Children excitedly come into nursery. They have warm and secure bonds with the kind and caring staff. Staff have high expectations for children's behaviour. Children learn to take risks safely and staff support children as they learn to risk assess for themselves. For example, older children learn to climb trees in forest school and younger children develop their skills as they balance along obstacle courses.

Staff develop children's literacy skills throughout the nursery. For example, children learn how to turn pages one by one when looking at stories and enjoy re-enacting favourite stories such as 'We're Going on a Bear Hunt'. They are able to confidently re-tell the story. Staff promote children's development of their imagination and critical thinking skills. For example, children excitedly remember that the 'dragon' lives in the woods and, with support, create their own 'dragon den'.

Children love being outdoors and have access to the garden for the majority of the day. They develop their independence skills as they take pride in putting on their own coats and boots. Staff weave mathematics into children's games. For example, they eagerly play 'What's the time Mr Wolf' as they count out the steps together.

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

- The curriculum focuses on children being resilient, confident, independent and creative. It builds on what children know and can do as they progress through the nursery. There are high expectations for children and their development.
- Children, including children with special educational needs and/or disabilities (SEND), make good progress in their learning and development. The provision is adapted to meet their needs and children flourish. For example, staff lead specific activities to capture children's attention. They avidly watch the highly engaging staff and follow instructions well. This helps to develop their concentration and listening skills.
- Staff use a variety of ways to develop children's language skills. For example, staff repeat single words to children and introduce new vocabulary, such as scooping and pouring. Staff sing nursery rhymes with children throughout the nursery to develop their knowledge of rhythm and rhyme. In addition, staff support children who are not yet speaking by teaching them simple sign language, so they can communicate their needs. These different ways help to develop children's language skills further and ensure they can communicate their thoughts, feelings and needs.
- Managers hold supervision meetings with their staff and prioritise staff's well-being. They ensure staff are offered the support they may need in regards to their well-being, such as considering their workload. Managers observe staff practice and consider how to develop practice further. However this is not yet

sharply focused on further developing staff's understanding of the curriculum.

- Children begin to learn good hygiene practices, such as older children learning how to wipe their noses. However, good hygiene practices are not followed consistently by all staff. For example, young children drink from each other's cups. This means, on occasion, there is a risk of cross infection.
- Children have a good understanding of the high expectations for their behaviour. For example, they sit with their peers for lunch and take turns self-serving themselves. Children remember the routines and confidently wash their plates and cutlery after.
- Managers and staff use additional funding appropriately to enhance children's learning and development. They use assessment effectively to identify areas where children need support. Funding is then used to have a positive impact on children's development. For example, funding is used to fund forest school sessions which impacts on children's personal, social and emotional development, in particular their confidence and self-esteem.
- Parents speak highly of the provision and the warm and welcoming staff. They comment that children have a strong sense of belonging at the nursery. Parents note that there is a conscious effort to support and include children with SEND. Staff support parents with ideas on how to support learning at home to further develop children's learning.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- develop further supervision and coaching to enhance staff's understanding of the curriculum
- review hygiene routines to ensure that staff consistently teach children good hygiene practices.

Setting details

Unique reference number	EY402215
Local authority	Isle of Wight
Inspection number	10317350
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 7
Total number of places	92
Number of children on roll	180
Name of registered person	Tops Day Nursery Limited
Registered person unique reference number	RP901328
Telephone number	01983 520334
Date of previous inspection	30 May 2018

Information about this early years setting

Tops Day Nurseries - Newport registered in 2009. The nursery operates from purpose-built premises on the campus of the Isle of Wight College, Newport. It is open all year round, Monday to Friday, from 6am to 8pm. The Mini Beasts club provides care for children aged over five years during the school holidays. There are 39 staff, of these 26 hold a level 2 qualification or above. The provision receives funding for two-, three- and four-year-olds.

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 managers and staff during the inspection.
- The manager and the inspector observed and evaluated activities 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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2024