

# Inspection of Tops Pokesdown

4c Wolverton Road, Boscombe, BOURNEMOUTH, Dorset BH7 6HT

---

Inspection date: 2 May 2024

---

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

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

### **The provision is good**

Staff provide a warm welcome and a safe environment, which helps children to feel secure. Children of all ages arrive happily and settle quickly. They move around confidently, choosing what to do and interacting well with each other and adults. For example, pre-school children use their imaginations and work together making 'pizza' from play dough and fresh herbs. Staff build on this activity, asking them questions such as whether it is big or small and what flavour it is. Staff consistently remind children about the boundaries for their behaviour and encourage them to share and take turns. Baby room staff ensure that the youngest children benefit from a calm atmosphere.

Staff know children well. They are clear what they want each child to learn and identify and plan for what they need to do next to make good progress. The curriculum is ambitious for all children, including those with special educational needs and/or disabilities. Children develop independence skills. Younger children learn how to climb the stairs safely and older children get themselves ready for going out to the park for a forest school session. Staff foster children's curiosity, providing interesting activities that motivate them to join in and explore. For example, children experiment with making 'perfume' with real flowers and fruit. Toddlers develop resilience as they persevere at picking up a slippery wet ball.

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

- Staff work closely with parents to establish what children can already do when they start nursery. They use this information, as well as their own observations of children's interests and ways of thinking, to provide varied learning opportunities, which help each child to make good progress. Staff provide tailored support for children who need additional help, setting achievable targets and using resources, such as visual prompts and an attention bucket, to help them get the most from their time at nursery.
- Children are busy and eager to learn. Staff use effective teaching methods and provide interesting resources and activities, which engage and motivate children to explore. Staff ask for, and value, children's ideas and offer praise for their achievements. However, on occasion they do not extend children's learning as far as possible.
- Children and staff enjoy warm interactions. There is a strong focus on two-way communication and staff encourage children of all ages to communicate. There are measures in place to support the high number of children who speak English as an additional language. For example, staff ask parents for key words in their home languages. However, they do not always have the confidence to use these in the nursery to support children's language development and do not make best use of existing resources, such as dual language books.

- Children behave well. They readily follow instructions, such as helping to tidy up before lunch, and sit patiently while they wait to go out. They use good manners and help one another. For example, they pass the paint to others during a group activity.
- Children are learning about healthy lifestyles. There is a nutritious menu and they learn about foods that are good for them through activities and discussion. They learn about germs and handwashing and even babies are able to wash their hands at a low-level sink unit.
- The nursery has good links with the local community. For example, children visit the residents of a care home weekly, which supports their social and emotional development. They also use local facilities such as the park, where they take part in forest school activities.
- The manager has worked hard to make improvements since the last inspection. She has put training and coaching in place to extend staff's understanding of the curriculum and how to implement it. This has had a positive impact on children's learning. The manager works with staff to identify areas for development and they have made effective changes, such as dividing the space used by children aged two to three. This has provided a more enabling learning environment. Staff report that they enjoy working at the nursery and feel that managers value and appreciate them.

## **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:**

- improve staff's ability to extend children's learning to help them make as much progress as possible
- provide further support for children who speak English as an additional language to extend their communication skills.

## Setting details

<b>Unique reference number</b>	EY344955
<b>Local authority</b>	Bournemouth, Christchurch & Poole
<b>Inspection number</b>	10307084
<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 10
<b>Total number of places</b>	135
<b>Number of children on roll</b>	200
<b>Name of registered person</b>	Tops Day Nursery Limited
<b>Registered person unique reference number</b>	RP901328
<b>Telephone number</b>	01202 720111
<b>Date of previous inspection</b>	25 July 2023

## Information about this early years setting

Tops Pokesdown registered in 2006. It is part of a large chain of nurseries and operates from Boscombe, Dorset. The nursery opens from 6am to 6.30pm. There are 28 members of staff. The manager holds an early years qualification at level 5, 16 staff hold qualifications at level 3 and 3 staff hold level 2 qualifications. The nursery receives funding to provide free early years education for children aged two, three and four years.

## Information about this inspection

### Inspectors

Catherine Sample  
Rachel Cornish

## Inspection activities

- The inspectors discussed any continued impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The manager joined the inspectors on a learning walk and talked to the inspectors about their curriculum and what they want their children to learn.
- Children spoke to the inspectors during the inspection.
- The inspectors talked to staff at appropriate times during the inspection and took account of their views.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The lead inspector carried out a joint observation with the manager.
- The inspectors spoke to several parents during the inspection and took account of their views.
- The manager showed the lead inspector documentation to demonstrate the suitability of staff.

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 2024