Inspection of Tops Babbacombe

Tops Babbacombe, 133 Babbacombe Road, Torquay TQ1 3SR

Inspection date:	3 September 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children feel safe and content. They arrive with big smiles. Children put their arms out to staff for a cuddle. They happily wave goodbye to their parents and eagerly join their friends to play. Staff are kind and attentive to children's needs. They support children to learn the routines of the day. For example, staff show new children where to hang up their coats and bags. Children develop a sense of belonging to the setting and settle in quickly.

There is a well-designed curriculum in place. Since the last inspection, leaders have improved staff understanding and the implementation of the curriculum. Following training from leaders, staff focus on children's interests to plan their learning experiences and next steps of development. Staff gather information from parents on what interests their children. They work collaboratively together. Subsequently, staff notice children are more motivated to engage and display higher levels of curiosity during their play.

Parents comment that their children learn good manners and are confident in managing their self-care skills. For example, parents observe that their children know how to wash their hands at home. Parents state their children are better equipped to share and make friends since attending the setting.

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

- All children make good progress in their personal, social and emotional development. Staff help children to recognise different emotions. They show babies and toddlers pictures of different behaviours, such as 'kind hands'. These children begin to understand how to interact positively with each other. Staff use puppets and 'emotion stones' with pre-school-age children to help them regulate their emotions. They frequently describe how they and their friends are feeling.
- Children are independent. Staff support babies and toddlers to clean their hands before they eat. They model how to use large spoons so babies and toddlers can self-serve their lunch. Pre-school-age children cut up their fruit for snack. Staff remind these children where to place their fingers safely when they do this. Children listen and follow instructions from staff. They use the safety knives competently and show good self-esteem when they achieve their task.
- Babies enjoy singing and dancing to songs. They clap and dance to the music. However, sometimes staff do not engage in enough back-and-forth conversation with babies and toddlers to promote their early communication and language skills further. For example, at lunchtime, staff do not consistently talk to babies and toddlers and it is very quiet. During these times, babies and toddlers do not have opportunities to hear new language or practise their early speaking skills.
- Pre-school-age children are imaginative. They put on oven gloves in the role-play

kitchen and pretend to make cakes and pizzas. Staff join in and order what pretend food they would like. However, staff do not develop these children's thinking and speaking skills further to give them more time to process their thoughts and respond to questions. For example, at times, staff ask these children questions and quickly answer them before the children can.

- Pre-school-age children learn about numbers and the concept of time. They discover that they have grown and are too tall to fit under the playhouse door. Staff talk to them about why this may have happened. Children know it is because they are growing over time and getting bigger. They say 'It is because we are now four.'
- Babies and toddlers develop their finger dexterity. They practise pushing buttons on a board. They are curious and watch the switches go on and off. Toddlers show an interest in how things work. They collect a keyboard and press the keys. Toddlers tell staff 'Mummy got one'. Staff acknowledge their interest and play alongside them.
- Leaders and staff work closely with other professionals to meet the needs of all children. For example, they work in partnership with schools to better prepare children for their next stage of education. Staff share information on children's learning and development, and this helps to ensure a smooth transition.

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:

- support staff to engage in more back-and-forth conversation with babies and toddlers to promote their early communication and language skills further
- develop pre-school-age children's thinking and speaking skills further to give them more time to process their thoughts and respond to questions.

Setting details

Unique reference number	EY562854
Local authority	Torbay
Inspection number	10325964
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	50
Number of children on roll	78
Name of registered person	Tops Day Nursery Limited
Registered person unique reference number	RP901328
Telephone number	01803 311442
Date of previous inspection	7 December 2023

Information about this early years setting

Tops Babbacombe registered in 2018 and is situated in Torbay. The setting is open from 6am to 8pm, Monday to Friday, all year round. The manager holds a level 3 qualification. Twelve other members of staff hold appropriate qualifications between levels 2 and 3. The setting provides free early education funding for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jemma Honey

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The area manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection 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.
- The manager and the inspector carried out a joint observation of a group activity.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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