

Inspection of Tops Day Nurseries - Corfe Mullen

49 Blandford Road, Corfe Mullen, WIMBORNE, Dorset BH21 3HD

Inspection date: 25 November 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children arrive happy and keen to attend. Staff provide a warm welcome and the effective key-person system helps children to develop close and loving bonds with them. Babies cuddle into their key persons and older children race in to hug and share news with their key persons. Staff provide respectful care, such as asking children before changing their nappies or wiping their noses. Children benefit from a safe and secure environment. Babies enjoy nurturing spaces to explore materials, look at books and develop their mobility. Older children investigate activities and create their own ideas in lively playrooms and the garden. Staff help all children to learn about keeping safe, such as road safety on outings and using tools safely in forest school sessions.

The provider delivers a well-planned curriculum. This has a focus on fostering the skills children need to develop in preparation for their future learning. Staff are clear of what they want children to learn and provide experiences to help them achieve well. They have high expectations of children, such as encouraging babies to feed themselves and find their water bottles, toddlers to wash their hands themselves and older children to change their clothes. Children develop good resilience and confidence. They enjoy challenges and overcome problems, such as completing puzzles and constructing secure models.

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

- Leaders have worked hard since the last inspection to implement many improvements to the delivery of the curriculum and staff's interactions with children. As a result, staff provide activities to help children make the progress they are capable of and nurture their interest and engagement in learning.
- Staff use assessments effectively to quickly identify when a child is at risk of not making the expected progress. They work with parents to meet children's developmental needs and use any additional funding for children in order to have the most impact on their learning.
- Staff know the children well. They join in their play to help build further on their learning, such as introducing mathematical language in toddlers' water play. However, in some group activities, children positioned furthest from the staff are not included as well and miss some of the learning opportunities.
- Children behave well. They learn to share, take turns and be kind and responsible. Staff use successful strategies to prevent unwelcome behaviour, such as bite toys for younger children to prevent injuries.
- Children thoroughly enjoy imaginative play. For example, older children engage for long periods pretending to be snowflakes in the wind, squealing with delight. They work together to create a den under the climbing frame, where they find crates to make beds and leaves and logs for a fire. They make pretend

binoculars from their hands to look out for polar bears. Staff's interactions capture their imagination and social skills very well.

- Staff model language well with children and provide opportunities for them to listen and follow instructions. They introduce new words to help build children's vocabulary. For example, older children learn more complex words such 'diagonal' and 'spiral' when drawing spider webs. However, on occasions, when the rooms become noisy, the voices of some quieter children are missed. At such times, these children are not encouraged to communicate as well.
- Children develop good literacy skills. For example, they draw and paint outside and make prints in the mud. Older children find out facts in books, act out stories and enjoy contributing to stories read to them. They learn to recognise and sound the letters of their name, and staff build on this when children are ready to start writing letters.
- Staff have a good understanding of their safeguarding roles and responsibilities and supervise children closely. They use risk assessments and equipment to help identify and remove anything potentially harmful. For example, they use tools to assess if toys for babies are safe and pose no risk of choking.
- Leaders and staff establish positive working partnerships with parents, who share very positive feedback. For example, they state that staff nurture their children, who love attending, and they appreciate the family events where they can get involved, such as bonfire night. Parents feel their views are listened to, and as a result of their feedback, they now benefit from 'weekly roundup' feedback.
- Leaders foster staff development and well-being and value their contributions to making positive changes. Staff benefit from opportunities to celebrate their achievements, such as through the reward scheme and being invited to attend award nights. Staff have opportunities to enhance their skills, such as attending training to support children's health and physical development even further.

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 the organisation of group activities to ensure all children gain from the learning opportunities
- include the voices of quieter children more effectively to encourage their communication even further.

Setting details

Unique reference number	EY459134
Local authority	Dorset
Inspection number	10361051
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 10
Total number of places	86
Number of children on roll	115
Name of registered person	Tops Day Nursery Limited
Registered person unique reference number	RP901328
Telephone number	01202 603051
Date of previous inspection	2 July 2024

Information about this early years setting

Tops Day Nurseries - Corfe Mullen registered in 2013 and is one of a chain of privately-owned day nurseries. It is situated within the village of Corfe Mullen in Dorset. The nursery is open Monday to Friday, from 7am to 6pm, all year round. The nursery offers government funded places. It employs 18 members of staff, of whom nine hold qualifications at level 2 to level 5.

Information about this inspection

Inspector

Bridget Copson

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what they intend children to learn.
- The inspector observed activities and the quality of staff's interactions with the children. She discussed the effectiveness of an activity with the manager.
- The inspector sampled the documentation and discussed the manager's knowledge of the requirements of the early years foundation stage.
- The inspector took account of children's and parents' views.

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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