

# Inspection of Tops Day Nurseries - Wimborne

Tops Day Nurseries, Leigh Road, Wimborne, Dorset BH21 2BX

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Inspection date: 30 July 2025

## **Overall effectiveness**

## **Requires improvement**

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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 settle quickly at this nursery, receiving a warm welcome from staff. They benefit from lots of physical exercise and fresh air, playing team games and becoming involved in inventive play, such as mixing woodland materials to bake their own imaginative cakes which they like to share. The provider has clear guidance and expectations to keep children safe in the sun, however, staff do not consistently ensure children are wearing hats during hot weather.

Children are independent. The nursery is organised so that children can access the equipment and resources that children need. While risk assessments are in place, these are not fully embedded as staff do not identify aspects of children's play that represent a potential hazard. For instance, children invent their own games and play on equipment, however, staff do not notice potential slip or trip hazards.

Children settle quickly and build relationships with staff through the provider's established key-person system. Staff understand children's needs and work with parents to share progress and plan next steps for their development. They work closely with agencies to secure the support children need to make progress, particularly for children with special educational needs and/or disabilities. Staff plan learning activities for children, based on their developmental needs, but these activities do not consistently support children to learn the skills staff have planned for them.

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

- The provider evaluates the nursery provision and identifies areas for development, implementing plans to drive improvement. Staff manage children's behaviour well, and children respond positively to instructions. For example, some staff guide children to take turns when using equipment, like the sliding pole. While children show creativity and independence in their play, some staff do not remain fully alert to emerging risks, such as uneven surfaces or equipment use, which could lead to slips or trips. Furthermore, they do not consistently encourage children to learn about ways that they can adapt their play to help keep themselves safe.
- The provider designs their curriculum to support children's learning and development, with a focus on preparing them for future learning. Staff plan activities that reflect children's interests and incorporate input from both parents and staff, so that learning experiences are motivating for children.
- Children engage well with planned activities. Staff interact and model language to support communication. However, while children show interest and involvement, staff do not consistently use these opportunities to extend their learning. Some planned activities lack appropriate challenge, and staff do not

build on children's ideas to deepen their understanding. For instance, children's imaginative play and creative expressions are not always supported with meaningful discussions or questioning that relates to the learning that staff have intended for children to learn.

- Staff promote children's communication and language development through storytelling and shared book experiences. Children engage as staff read aloud, joining in with familiar phrases, such as countdowns and 'blast off' as the rocket in the story takes off. Staff also introduce books to children's experiences, for instance, as babies explore sea animal models, staff share similar animals for babies to match in books, 'Look, another dolphin'.
- Children are independent. Staff have organised the environment so that children can make their own choices. For instance, when children are thirsty, they help themselves to cups and pour their own water. Children are helpful and help prepare tables for lunchtime by putting out bowls and cutlery.
- Staff build partnerships with parents, supporting children's well-being and development. They take time to listen, gather information and use this to arrange care for children. Staff are responsive and supportive to parents, regularly sharing updates and working collaboratively to ensure consistency between home and setting. These collaborations help children feel secure and confident, particularly when children start at the setting. Staff maintain open communication with families, engaging in daily conversations at drop off and collection, which ensure a shared understanding of each child's progress.

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

	<b>Due date</b>
train staff to understand and identify where children's play can increase in risk and to take action to adapt these play activities to ensure they minimise risk to children.	13/08/2025

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

- support children to learn about their role in keeping themselves safe when they play independently
- ensure that teaching is effective, so the ambition of the curriculum is delivered consistently and children experience appropriate challenge that encourages their good progress.

## Setting details

<b>Unique reference number</b>	156231
<b>Local authority</b>	Dorset
<b>Inspection number</b>	10414471
<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>	80
<b>Number of children on roll</b>	177
<b>Name of registered person</b>	Tops Day Nursery Limited
<b>Registered person unique reference number</b>	RP901328
<b>Telephone number</b>	01202 841691
<b>Date of previous inspection</b>	11 January 2023

## Information about this early years setting

Tops Day Nurseries - Wimborne registered in 2001. It is located near Wimborne, in Dorset. The nursery is open every weekday from 7am to 6pm, all year round. They employ sixteen members of staff, of whom eight hold appropriate early years qualifications at level 3 or above, three hold level 2 qualifications and five are unqualified. The nursery offers government funded places.

## Information about this inspection

### Inspector

Jonathan Payne

## Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- Children spoke 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 during a planned activity.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- Parents shared their views of the setting with the inspector.

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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