



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 149980

DfES Number: 530317

INSPECTION DETAILS

Inspection Date 20/04/2004
Inspector Name Carol Johnstone

SETTING DETAILS

Day Care Type Full Day Care, Out of School Day Care
Setting Name Tops Day Nursery and Out Of School Club
Setting Address 104-106 Herbert Avenue
 Poole
 Dorset
 BH12 4HU

REGISTERED PROVIDER DETAILS

Name Mrs Cheryl Hadland

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Tops Day Nursery in Parkstone is run as one of a chain of nurseries within the area, all sharing the same name and owned by Cheryl Hadland. Each has a manager who is in charge of the day to day running of the establishment.

The premises are converted from a former church building and an adjacent bungalow and have been arranged into three units, all of which have access to a secure outdoor play area. There are 21 staff in total, 10 of whom are NVQ qualified to level 3. Another 10 staff members are currently working towards this level and 3 have already reached level 2.

The Nursery is situated within a busy residential area on the outskirts of Poole and Bournemouth. It is open from 7am each day, closing at 6.30pm on Monday and Tuesday and 7pm from Wednesday to Friday. A maximum of 56 children can be accommodated, with up to 12 children aged under 2 years in the bungalow unit. The 2 to 3 year old unit is situated in the converted loft area of the main building and can accommodate up to 18 children. The unit for 3 to 8 year olds is based in the larger ground floor area and can accommodate up to 26 children. The out of school facility is incorporated within the main nursery, and offers a collection service from some local schools.

The Nursery is registered to receive funding for early years education places and currently there are 27 funded three-year-olds and 16 funded four-year-olds. There are 98 children in total on the register.

In addition to the regular curriculum, children are offered opportunities to partake in swimming and dancing lessons.

How good is the Day Care?

Tops Day Nursery in Parkstone provides good quality care for children. Excellent organisation ensures that staff are suitably qualified and that children are well supervised and cared for. Premises are bright and welcoming for both children and

their carers. Space available for children's play is adequate. Documentation is very clear, comprehensive and methodically kept. An extensive range of equipment and toys are available to meet the needs of children, but resources promoting positive images of disabilities are limited.

Daily risk assessments increase safety, and health and hygiene are prioritised, especially in the baby bungalow. Children are encouraged to learn about effective personal hygiene and independence. Staff ensure that food and toilet areas are kept clean throughout the day. An on site chef provides a varied range of healthy and nutritious meals. There is a clear knowledge on all levels of child protection issues and responsibilities, and a designated co coordinator on site who is available for further consultation by staff. Equal opportunity issues are well regarded in the nursery and children are encouraged to learn about and celebrate the cultures and beliefs of others. Children with additional needs benefit from an on site special needs co coordinator who provides support for children and expertise in the identification of children who may need additional assistance.

Activities planned for children are varied across all ages and a good mix of outdoor and indoor play gives children a wide choice and opportunity to try new things and develop new skills while learning to interact with others. Behaviour management strategies are effective and clear, and concentrate on acknowledging positive behaviour. Children are encouraged to learn how to share and help each other and these actions are consistently praised. Children are settled and happy.

There are excellent partnerships with parents and they are kept very well informed on all matters.

What has improved since the last inspection?

Electrical sockets are now all covered and checked daily to ensure safety.

A planning co coordinator now works in conjunction with the new supervisor who has revised the plans and activities available to include evaluative outcomes. Resources have also been re arranged to ensure children have free access and choice.

Natural light has been maximised as much as possible and air conditioning has been installed for comfort in the summer when blinds have to be lowered because of direct sunlight.

What is being done well?

- The excellent organisation, deployment and training of staff ensures that maximum support is given to help children learn and develop in all areas.
- The identification and support of children with special needs is very good. The regular assessments and the work of the on site special needs co-coordinator who works closely with parents and external professionals, ensures that children have good quality support.

- The communication and relationships with parents is excellent. Parents are kept very well informed of their child's progress and are also encouraged to be actively involved with the nursery.
- The wide range of activities and support offered to children are particularly helpful in actively encouraging children to become independent and confident.

What needs to be improved?

- the existing range of resources to support the promotion of positive images of disabilities
- the organisation of available space in the upstairs play room to maximise free movement of children

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
4	Improve the organisation of available space to allow children to move freely (2-3 yr group).
5	Increase the range of resources that promote positive images of disabilities.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Tops Day Nursery is of good quality overall and children are making generally good progress towards the early learning goals, however they are making very good progress in the areas of personal social and emotional development and knowledge and understanding of the world.

Teaching is generally good and staff form good relationships with the children. Staff work well as a team, they are knowledgeable in the early learning goals and plan a wide range of interesting activities. There is a good range of equipment and resources, which staff use to provide enjoyable learning experiences for the children, however, there are some missed opportunities to challenge children effectively and extend their learning, particularly in mathematical development.

Staff act as positive role models, supporting children in good behaviour through use of praise and encouragement. Children are confident and well behaved.

Children with special needs and English as an additional language are well supported. The special education needs coordinator is clear of her role and liaises closely with parents, staff and other professionals.

Leadership and management is generally good. There is a clear management structure with a staff appraisals system, the manager is committed to staff training and development and supports staff well. The joint supervisors are clear of their role, and staff are deployed effectively to support the children, however children do not always benefit from the organisation of some large group activities. There is a strong commitment to improvement from staff and management, with on-going development of nursery policies and procedures.

Partnership with parents is very good. Parents are well informed about the provision, and what activities the children are taking part in while at nursery. They have opportunities to discuss their child's individual progress with staff, and are encouraged to become involved in children's learning.

What is being done well?

- Children's personal social and emotional development is very good. The children are confident, independent and develop good relationships with staff and peers.
- Children are developing very good knowledge and understanding of the world. They are learning about others cultures and beliefs through a range of interesting topics and activities.
- Activities are interesting and well planned, providing enjoyable learning experiences for the children. There is a wide range of resources that are well

organised, to maximise space.

- There are excellent links with parents. Parents are well-informed about the nursery, their children's progress, and are encouraged to be involved in the learning process.
- There is a clear management structure, and both staff and management are committed to continual improvement.

What needs to be improved?

- the organisation of large group activities, to allow all children to fully participate
- opportunities for children to learn to solve simple mathematical problems through practical everyday activities
- the use of opportunities to further challenge children and encourage them to build on existing skills.

What has improved since the last inspection?

Very good progress has been made in addressing the key issues raised at the last inspection. Staff have time allocated on a weekly basis to enable them to complete observations and update children's developmental files, which is checked by their supervisor and ensures children's progress is clearly monitored.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and independent, happily sharing their experiences and views with others. They are interested in the activities provided, and listen carefully to adults, following instructions e.g. waiting their turn to go in the 'Chinese restaurant', a role play activity which generated lots of excitement. Relationships with staff are good, and children are co-operative and behave well.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children have regular opportunities to look at books in the comfortable book corner, they enjoy stories and joining in action songs and rhymes. Many children can recognise their names, and some are beginning to link letters to the sounds they make. There are some opportunities to develop mark making, however opportunities are not maximised to further challenge children.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

There is good use of numerals in the environment, and children are learning to count through different activities e.g. counting numbers of pairs of children's shoes, number bags, rhymes and songs, and books. They are developing an understanding of shape, sequencing and making patterns e.g. games of matching pairs and dominos. However there are sometimes missed opportunities for children to solve simple mathematical problems, through everyday practical activities and situations.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are gaining a good understanding of their environment and cultures of other people, through specific themes and resources, e.g. displays around the room of words in Spanish, numbers in French. They explore and investigate a range of materials, objects and changes through different activities e.g. making bread rolls, sensory boxes. They have regular opportunities to use computer programmes to support their learning and do so with increasing skill.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children have regular opportunities to participate in physical activities both indoors and outdoors, where they develop skills in climbing and balancing. Children are learning about different ways of moving and controlling their bodies through weekly dance sessions, and music and movement. Children are developing good fine motor skills through use of small tools e.g. pencils and scissors.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children have regular opportunities to use their imagination through role play e.g. in the Chinese restaurant they enjoy acting out roles and ordering the food. Planned activities provide a wide range of different mediums which give children good opportunities to explore colour, shape and texture, and develop their senses. Children enjoy exploring sound through songs, rhymes, musical tapes and instruments.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- review the structure and organisation of large group activities, to allow all children to fully participate
- increase opportunities for children to learn mathematical concepts through practical everyday activities and situations
- increase opportunities to further challenge children and encourage them to build on existing skills

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.