

# Tops Day Nursery and Out Of School Club

Inspection report for early years provision

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<b>Inspector</b>	Michelle Tuck
<b>Setting address</b>	104-106 Herbert Avenue, Poole, Dorset, BH12 4HU
<b>Telephone number</b>	01202 716130
<b>Email</b>	info.parkstone@tops-daynurseries.co.uk
<b>Type of setting</b>	Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

Tops Day Nursery and Out of School Club is one of a group of settings that is privately owned. It opened in 1990 and operates from a converted former church building and an adjacent bungalow, which has been arranged into three units. It is situated within a busy residential area on the outskirts of Poole and Bournemouth. A maximum of 56 children may attend the nursery at any one time. The out of school facility is incorporated within the main nursery, and offers a collection service from a local school. The nursery is open each weekday from 7.00am to 6.30pm for 52 weeks of the year, including bank holidays. All children share access to a secure enclosed outdoor play area.

There are currently 71 children aged from three months to under six years on roll. The setting is in receipt of nursery education funding for three and four year old children. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The nursery employs 15 members of staff; of these, 10 hold a level two qualification or above.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall children's welfare and learning is promoted well through the staff's very good knowledge of children's individual needs. Children are well cared for in a secure environment where their safety and health care is of a high standard. They make good progress in their learning and development as they enjoy their time at the nursery and actively engage in the available choice of interesting play activities. The nursery staff work extremely well in partnership with parents and providers to ensure that children's learning and welfare needs are met. The management and staff teams are extremely dedicated to driving improvement and ensuring continuous improvement. As a result, plans for the future are well targeted and result in a service that is highly responsive to the needs of all families.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- maintain the good hand washing routines at all times, with particular regard to after playing outside
- consider the organisation of lunch time in the under two's room to prevent children waiting for long periods of time and becoming restless
- provide more opportunities for babies to sing songs and interact to develop

their competence in communicating

## **The effectiveness of leadership and management of the early years provision**

The nursery is well organised to ensure the safety of children. It is effective in helping children to feel safe so that they settle and learn in a welcoming atmosphere that focuses on individual children's needs and interests. Safeguarding children is prioritised, for example, through the vetting of adults to ensure that staff left in sole charge of children are suitable. Staff update their knowledge in child protection so that any welfare concern can be identified and responded to appropriately. The staff take effective steps to ensure that children are safe indoors and outside, and that the furniture, equipment and toys are suitable, very clean and safe. All required records for safe and efficient management are well maintained, to meet all children's needs; these include risk assessments that are reviewed regularly, with effective action taken to reduce any hazard. Staff actively promote equality of opportunity so that all children make good progress in their learning and development. Children's backgrounds are valued and they learn about differences through activities based on festivals from other cultures, and discussions about differences. The staff team work extremely well with other professionals that are involved in the lives of the children. The Special Educational Needs Co-ordinator ( SENCO) is very clear of the procedures to follow and any concerns regarding children's development is followed up as soon as possible, There is very good liaison with parents for children with additional needs but also for every child as the setting clearly recognises that all children are individual and have varying needs. Each child is actively supported through the established key person system, and parents of younger children value the written account of their child's day. Written procedures are clearly implemented and available to parents, in order that these may be well understood by families to be effective and inclusive for their children. Staff know the children very well; they know what interests the children and provide accordingly. Partnerships with parents are excellent; all parents are encouraged to share information about their child's likes and dislikes, which helps to ensure individual needs can be planned for effectively.

The management team effectively share high ambitions for the nursery and successfully implement developments to provide very good quality care and education. These developments arise through continuous evaluation of the provision that includes parents' views. The nursery has developed some partnerships with other providers of the Early Years Foundation Stage framework, which promotes good continuity of care and education for the children.

## **The quality and standards of the early years provision and outcomes for children**

All children learn and develop well in relation to their capabilities as staff have a very good understanding of the Early Years Foundation Stage. They enjoy their learning and are interested, motivated and well involved in their own choice of

activity; for example, Children decide which bricks they need to build a bridge big enough to carry the cars over. They work together successfully outside to build runways for the balls to travel down. Good quality planning for individuals ensures that each child is offered an enjoyable and challenging experience to make very good progress towards the early learning goals. Children settle well and parents share detailed information about their child to enable the staff to meet individual needs effectively. Staff make regular observations that identify children's individual learning and interests, and these are used well to inform future planning; for example, children role play in an ice cream shop, which is developed into making ice lollies with the children. Children explore a good range of different materials through their senses, such as sand and water, and eagerly join in with a story time or circle time.

Good use is made of all the facilities, which give children very good space both inside and out. Children settle in their base rooms to be involved in a wide range of activities. They have warm, secure relationships with the small groups of room staff, including their key person, who recognises each child as an individual. Babies eagerly explore their attractive play environment to learn from a wide range of activities and accessible resources, including many made from natural resources and reflective materials. However, the organisation of lunch time in the baby room is lengthy and results in babies becoming restless as they wait for their dinner. There are missed opportunities at this time to interact with the babies to help develop their communication skills. The outside is used on most days and provides a range of different experiences, including a trampoline, an area to use ride-on toys and an area where the children can dig in the soil. There is a very good range of resources available in every room. The majority are easily accessible to the children, helping them to become independent learners. The nursery provides a busy but calm environment in which children are purposefully engaged in self-chosen or adult-led play and activities. Consequently, children develop high self-esteem and remain focused for long periods of time.

Children benefit from a range of well-balanced, nutritious meals provided by the setting. Meal times are sociable occasions for the children, sitting in small groups, with good support from staff who sit with them and talk about healthy eating. Children have access to drinking water throughout the day which ensures they are well hydrated. Children know how to keep themselves healthy by washing their hands routinely after using the toilet and before eating. However, on the day of inspection, some children did not wash their hands after playing outside, when they came back inside to play.

Children develop a good awareness of how to stay safe. They are involved in regular fire drills and discussions about safety. Children know where they are able to go safely within the setting; for example, children in the preschool room know from the colour of the circle on the door if a member of staff is outside, and if it is therefore safe for them to play there.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met