

Tops Day Nursery

Royal Bournemouth Hospital, Castle Lane East, Bournemouth, Dorset, BH7 7DW

Inspection date	28/08/2013
Previous inspection date	30/06/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- A dedicated, experienced and skilled manager who constantly reflects on practice and drives improvement leads the nursery.
- A well implemented key person system enables children to build strong and positive relationships with adults who care for them. The effectiveness of the key person system has been instrumental in encouraging parents to take an active role in contributing to their children's learning and development.
- The nursery fulfils its responsibilities in meeting the safeguarding and welfare requirements well; risks to children are minimised through effective safeguarding, whistle blowing and risk assessment procedures.

It is not yet outstanding because

- On occasions staff do not organise some activities and resources as well as others, so that all children can be fully involved at all times.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- Two inspectors conducted the inspection due to the size of the provision.
- The inspectors observed activities in all rooms and the outdoor learning environment.
- The inspectors spoke to the management team, parents, practitioners and children throughout the inspection.
- The lead inspector conducted a joint observation with the manager.
- The inspectors looked at all required documentation, sampled policies and procedures and an example of children's developmental records in each room.

Inspector

Maria Lumley and Lorraine Sparey

Full Report

Information about the setting

Tops Day Nursery at the Royal Bournemouth Hospital has been registered since March 2000. It is part of a chain of nurseries operating throughout the south region. It operates from nine rooms, in a two storey, purpose-built unit within the grounds of the hospital close to Bournemouth and Christchurch. Accessible toilet facilities are available on the ground floor. The nursery serves hospital staff, the local area and beyond. There is a secure area for outdoor play.

The group is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 227 children on roll. The nursery take funded children aged two, three and four years. Children aged over-eight years also attend the after school and holiday play scheme provision when it is operating. The setting supports children who learn English as an additional language and those children who have special educational needs and/or disabilities. The nursery opens five days a week, all year round. Children attend from 6am to 8pm. The setting employs 31 staff who work directly with the children. Of these, 29 staff hold early years qualifications. In addition the nursery have 10 bank staff and staff who are on maternity leave.

What the setting needs to do to improve further

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

- further develop the organisation of some activities and resources to enable all children to take a more active part at all times.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are happy and enjoy their time at this welcoming and friendly nursery. Children's enthusiasm for learning and the secure progress they make is enhanced by staff who have a good understanding of how children learn through play. Staff observe and talk to children to find out about their interests, and use this information to plan activities and experiences that motivate and engage children in their learning. For example, a child shows great interest in planes. Staff encourage them to make various planes including a Chinook helicopter and Vulcan plane. The planning and assessment systems incorporate all aspects of learning, and children's progress is monitored effectively. There are additional learning targets for those children who learn English as an additional language to support their communication and language and to include them in all aspects of the nursery. Parents are highly involved in their children's learning and development. They

attend regular consultation meetings with key workers and keep staff them updated of children's achievements from home. Staff use the summary of children's learning to complete the 'Progress check at age two' and work closely with parents to discuss children's strengths or any emerging concerns.

Children have lots of opportunities to practise early writing in all areas of the nursery. Babies explore the texture of paint in their hands and are well supported by staff to make marks using their hands, brushes and rollers. Staff extend the activity well by supporting babies to feel the texture of the brush bristles first when dry and hard and then again when wet and soft. Babies giggle as they move the brush on their hands and face. Older children write lists in the role play area and thoroughly enjoy drawing pictures on large sheets of paper. Children chose to draw faces and staff extend this by suggested the children study their friends face to support them in adding detail to their pictures. Children laugh as they look closely at their friends' faces where they discuss features such as eyebrows, lashes and nostrils, they then add these to their pictures.

Children investigate mathematical problems as they use coloured bears. They start by sorting them into colour. Staff support the activity well and suggest the children count out ten bears to put on one end of the scales which the children ably do. They go on to work out simple calculation as they gradually add bears top the other scale and watch as they balance evenly. Children take great delight as they position cardboard tubes and plastic guttering at different levels to form routes. They then use pots and jugs to scoop up lentils which they pour into the top. Children become very excited as the lentil rushes down the shoots, scattering all over the floor at the bottom. However, as this attracts the attention of more children, the activity becomes overcrowded, and some children struggle to reach the lentils. Consequently, children's learning and enjoyment is disrupted for a while until a member of staff intervenes and settles a small group of children at the activity. Children go on to explore speed, velocity and sound as the lentils move down the course. Pre-school children thoroughly enjoy exploring Russian dolls counting to 12 as a member of staff line up all the dolls. Other children enjoy playing dominoes counting the numbers of spots to make sure they put the correct ones down.

Children in preschool room have good opportunities to explore and investigate in the sensory den and in the creative room. They are able to freely choose from a wide range of materials. Children delight in making aeroplanes which staff hang from the ceiling. They excitedly talk about the air show and the planes they will see. Children benefit from the role play area being changed on a regular basis to reflect their interests. For example, currently it is a vets and previously it was a garden centre where children grew their own vegetables which were then transferred to the nursery garden. Children are able to pick the tomatoes and were fascinated by the caterpillars eating their cabbages.

The contribution of the early years provision to the well-being of children

There are positive interactions between staff and children. Staff offer close and caring relationships, and respond promptly to the changing needs of the children. For example, when babies start to rub their eyes staff recognise this is a sign that they are becoming

tired and place them in their cots for a sleep. Sleeps are well monitored to support babies' welfare and safety. Staff set recurring ten minute timers which prompt regular visual checks on the babies. Children develop bonds and secure emotional attachments with staff and their key person, which supports their emotional and social needs effectively. All children approach staff with ease and enjoy cuddles, reassurance and one to one interaction. Staff work closely with parents, they know the children well and this ensures children's specific needs are met. For example, parents regularly update staff on their babies' frequently changing sleep and feed routines, and staff closely match these routines at the nursery. This provides babies with consistent care. Good arrangements are in place to support children's move to a new room within the nursery. This provides children with continuity of care, and ensures a calm and smooth transfer for each child.

Staff are positive role models of behaviour and treat children with kindness and respect. From an early age children start to learn about expected behaviour. For example, if babies throw toys staff tell them they may hurt themselves or others. Staff provide babies with resources such as balls to challenge throwing skills in a safe way. Some group activities such as circle time encourage children to engage and develop concentration, learning to play alongside other children and waiting their turn as they share news.

Children are learning the importance of keeping themselves safe as they take part in the regular emergency evacuation procedure. When water is spilt in the role play area they help staff to mop it up saying, 'The floor's slippery.' At other times children are reminded to walk indoors and to hold scissors safely to avoid accidents. In hot weather staff talk about the need for sun cream and explain about sunburn if children do not stay protected in the heat. Young children quickly learn to negotiate the stairs using the low-level banister. This supports their safety when going in the garden. Staff risk assess all areas well to promote children's safety.

A healthy lifestyle is promoted as children have daily opportunities for fresh air, daylight and exercise in the outdoor area, where they negotiate bikes, run and climb. Several preschool children are excited as a member of staff helps them to make an obstacle course. They show good control of their bodies as they jump through the tyres, crawl through the tunnels and run in and out the cones. Newly mobile babies pull themselves up at the mirror bar, steadying themselves on the feet and taking great delight as they study their reflection. Meals are varied, healthy and nutritious, encouraging children to adopt healthy lifestyles and individual dietary requirements are catered for well. They learn good hygiene habits through regular routines and reminders, for example, washing their hands after toileting and before eating. Staff follow the secure medication policy when children require medicine whilst at the nursery. Some children are reluctant and become upset when staff attempt to give them their medication. Staff show compassion and care, cradling babies closely in their arms saying, 'You're fine, don't worry'. They drip feed the medication to minimise stress to the child.

A wide range of toys and equipment for the different ages and abilities of children supports their all round development. Images of diverse cultures can be seen in books, pictures, posters and dressing up clothes throughout the nursery. These are mostly organised well in low-level storage units and shelves to support children's choice and independence. However, a newly standing baby props themselves up by a child sized table

and remains there for some time with no resources within their reach. The child is happy watching what is going on around the room, but does not have toys within reach to fully support their learning.

Children from the Shooting Stars, the oldest group, are encouraged to take part in various activities which support their move to school. These include dressing themselves in their PE outfits to encourage independence and self-care skills. Children also serve themselves at lunchtimes. The role play area is set up as a school and near the end of the summer term children receive visits from their future teachers.

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

The nursery is led by a focused and motivated manager who has high expectations of staff and the quality of care and education delivered to children. Robust recruitment and vetting procedures ensure that everyone working with the children is suitable to do so. The management monitor the ongoing suitability of all staff effectively through regular meetings and appraisals. These procedures promote children's safety and the quality of provision well. Staff attend regular in house and external training to maintain and develop their skills.

Arrangements for safeguarding children are good and staff have a secure knowledge of what to do should they have any concerns about a child's welfare. They promptly discuss and record all incidents. Staff are also confident to carry out whistle blower procedures if they were concerned about the practice of colleagues. This contributes to maintaining children's safety and protects their well-being. The nursery is secure and safe. Parents are given the entrance code to the nursery and visitors are required to wait to be let in by a member of staff. Staff maintain an accurate log of visitors on site.

Partnership with parents is strong and parents' feedback includes, 'excellent childcare provision with fantastic parent relationships'. Parent report that staff are very supportive of families. The settling in sessions are extremely useful in easing the parent and child separation. Parents particularly value viewing the video clips of their children at the end of the day, this reassures them that their children are happy and settled. Parents' views are sought through the use of a questionnaire and the management team value their thoughts and act on their suggestions. For example, an outdoor buggy parking is currently being developed following feedback from parents. The nursery works well in partnership with the local authority to improve the quality of the provision. The nursery also works well with outside agencies to make sure children with special educational needs and/or disabilities receive the support they need to help them achieve well. Links with other early years providers that children attend are in place, and the sharing of children's development folders and summary sheets supports consistency for children's welfare, learning and development.

The management team have good systems in place to monitor the effectiveness of the educational programme. They work closely with staff to assess teaching and learning, to

ensure children's good progress towards the early learning goals. Self-evaluation is ongoing, clear and effective with focused targets for future improvements to benefit children. The manager is hands on and spends considerable time within the nursery rooms observing staff's practice. She also completes monthly checks in all of the units to identify any areas for improvement. The manager attends networking meetings and provider information events to gain ideas for improvement and development and ensure the staff are keeping up with current legislation. The nursery receives quality assurance visits from the local authority. Staff are keen to implement suggestions such as extending the vegetable patch to enable children to have more opportunities to learn about growing and preparing produce to share in the nursery.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	509660
Local authority	Bournemouth
Inspection number	932220
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	124
Number of children on roll	227
Name of provider	Tops Day Nursery Limited
Date of previous inspection	30/06/2009
Telephone number	01202 300688

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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