

Top Tots Montessori Nursery

165 Turners Hill, Waltham Cross, EN8 9BH



Inspection date

3 July 2018

Previous inspection date

29 January 2018

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Staff in the toddler room do not take children's interests into consideration well enough when planning activities. As a result, children become uninterested and do not engage in purposeful play.
- Staff do not consistently provide an enabling environment that supports children to develop their own ideas, make links and lead their own learning.
- The checking of staff's practice does not ensure good quality teaching throughout all rooms of the nursery.
- On occasions, staff fail to include quieter children in group activities. This means they have less opportunities to develop their confidence and social skills.

It has the following strengths

- The manager has taken positive and successful steps to address the actions raised at the last inspection. She is starting to identify weaknesses in teaching and is making plans to address these.
- Children build secure attachments to their key person. They show kindness and have empathy towards others. For example, they offer to help each other find their favourite toys and cuddle children who are upset.
- Partnerships with parents are strong and make a positive contribution to children's learning and well-being at home.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
<ul style="list-style-type: none"> ■ consider children’s interests and stages of development when planning activities so that all children are involved in challenging, engaging and enjoyable learning opportunities 	18/09/2018
<ul style="list-style-type: none"> ■ ensure that the learning environment is enabling and allows children to display the characteristics of effective learning 	18/09/2018
<ul style="list-style-type: none"> ■ implement effective systems to improve the quality of teaching to good levels 	18/09/2018

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

- review the organisation of group activities to enhance opportunities for quieter children to be included and develop their confidence and social skills

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager, deputy manager and provider.
- She looked at relevant documentation, such as the nursery’s self-evaluation and evidence of the suitability of staff.
- The inspector spoke to a small number of parents during the inspection and took account of their views.
- The inspector spoke to staff and children at appropriate times during the inspection.

Inspector

Daniella Adams

Inspection findings

Effectiveness of the leadership and management requires improvement

The manager's monitoring of staff's practice is not fully effective. The quality of teaching is variable and underperformance is not tackled swiftly enough. As a result, not all children experience a good level of challenge in their learning. The arrangements for safeguarding are effective. Staff can recognise the possible signs and symptoms of abuse. They report concerns to the safeguarding officer who takes swift action to safeguard children. The management team oversee the health and safety checks within the setting. They check that any hazards and risks are removed immediately and reported to the provider.

Quality of teaching, learning and assessment requires improvement

Staff complete accurate assessments of what children know and can do. Yet, they do not use this information to plan activities matched to children's learning needs. For example, staff in the toddler room do not consider children's interests in toy vehicles when providing play opportunities. As a result, children struggle to remain engaged and lead their own learning. During group activities staff often focus on the more confident children. As a result, quieter children are not interacted with and lose interest. Staff in the pre-school room do plan for children's interests. They incorporate children's favourite film characters into maths games. This helps children remain engaged and learn through play. Staff encourage children who speak English as an additional language to use their home language in their play. This helps them to develop aspects of their communication and language skills.

Personal development, behaviour and welfare require improvement

Younger children have limited toys and resources to meet their learning needs. For example, in the garden children have pencils, but they are not sharpened and a toy farm, without toy animals. This does not support children to explore, investigate and develop their own ideas. Staff consider children's needs and well-being when they experience change, such as moving to the next nursery room. Staff encourage children to follow appropriate hygiene routines. Children experience daily fresh air and physical exercise indoors and outside. For example, older children take part in indoor movement sessions, this helps their balance and coordination. Staff support children to understand how to keep themselves safe. They remind children to walk indoors and be careful when walking down the stairs.

Outcomes for children require improvement

Most children make expected levels of progress for their age and stage of development. However, gaps that are showing in children's learning are not addressed swiftly enough. Children are generally prepared for the next stage in their learning, including the move to school. Older children gain suitable independence skills. For example, they attend to their own personal care needs. Children develop their communication and language skills. For example, some children were confident to speak to the inspector about their recent holidays and what they like to do at nursery. Younger children develop appropriate physical skills. They are starting to recognise when they need to use the toilet or need a nappy change.

Setting details

Unique reference number	EY537999
Local authority	Hertfordshire
Inspection number	1139814
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	35
Number of children on roll	24
Name of registered person	Splash Day Nursery Limited
Registered person unique reference number	RP908030
Date of previous inspection	29 January 2018
Telephone number	07958218666

Top Tots Montessori Nursery registered in 2016. The nursery employs eight members of childcare staff. All of these hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports a small number of children who speak English as an additional language.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2018

