

Top Tots Day Nursery

Inspection report for early years provision

Unique reference number EY337265
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Inspector Amanda Shedden

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Type of setting 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

Top Tots Day Nursery was registered in 2006. The nursery serves families living in Portsmouth and the surrounding areas. It is situated in John Pounds Community Centre in Portsea on the first floor and has an enclosed garden for outside play.

The nursery is registered on the Early Years Register to care for 32 children, there are currently 39 on roll the majority of whom attend full time. It is open Monday to Friday, 7.30am to 6pm, for 51 weeks of the year, excluding bank holidays. Children can attend on a full-time or part-time basis and the nursery receives government funding for nursery education. The owner employs a qualified manager to be responsible for the day to day running of the nursery. In addition, 10 members of staff work directly with the children, six of whom have qualifications in childcare.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are receiving excellent care and education. All staff are aware of the Early Years Foundation Stage (EYFS) and how children learn. They strive to ensure that children learn through their play by planning worthwhile activities that arise from the children's interests.

This is a fully inclusive setting where all children are acknowledged and supported to enable them to achieve to the best of their abilities.

Staff and management meet regularly to discuss and evaluate the provision; they identify areas needed for improvement, create action plans and make changes for the benefit of the children and their families.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- extend sharing of information with parents to include children's daily planned learning experiences

The effectiveness of leadership and management of the early years provision

Very effective management structures are in place and communication between all staff members ensure that the children are well cared for. Robust procedures are in place for the recruitment of staff and ongoing checks made ensure that all adults working with the children are suitable to do so. There are effective induction programmes for new staff, volunteers and visitors to ensure that children's welfare, learning and safety are promoted. Thorough risk assessments are in place for all areas that the children use and any areas of concerns are highlighted and dealt with immediately. All staff are fully aware of the procedure to follow if they had a

concern about a child; senior staff are aware and are happy to work with other agencies to ensure the safety of children. The majority of the staff have a relevant first aid certificate, ensuring that if a child had an accident they would be treated immediately and correctly. All documentation is maintained to an extremely high standard, regularly reviewed and all policies and procedures are known to staff and shared with the parents.

The high aspirations of the senior members of the team and the close communication with the staff ensure that there is excellent teamwork from all the adults. Staff work together to identify areas of improvement and how to make the changes; action plans are dated with the earliest possible date to implement changes for the benefit of the children. For instance, they worked together to change the rooms around to maximise the space whilst offering the children clear areas of learning. Consistent monitoring takes place of all aspects of the nursery by management, they support the staff to undertake training, keeping their knowledge and skills up to date.

Staff have organised the nursery room exceptionally well, offering the different age groups imaginative and stimulating areas to play in. All the children are in one room which has been divided into areas for the under and over two year olds. Both areas are vibrant and child friendly. Children's work and photographs of them undertaking a range of activities are displayed, giving them a sense of belonging. The baby area decoration is at low level with different colours, patterns and textures which the young children spend time exploring, the ceiling has many different types of objects hanging down giving immobile children interesting views when lying down. Their section of the room has a discovery area where the young children self-select good quality resources that stimulate their senses. Older children benefit from the excellent layout of the room, allowing children the freedom of movement with resources from the six areas of learning displayed to encourage self-selection. The staff's deployment and interaction with the children ensures that resources are extended when needed and those on display reflect the children's interests. For example, when the children were dressing up staff got the long mirror out so that the children could see what they looked like. Equality is promoted well within the setting and all children's individual needs are being met. They use a range of multicultural resources to learn about other cultures and beliefs and take part in planned topics and themes celebrating festivals, such as, Divali and Chinese New Year. Positive images of ethnicity, gender and disability are displayed around the nursery.

The partnership with parents and other carers is excellent. The nursery have effective systems in place to liaise with the children's other Early Year providers and they work with other agencies to ensure that children with any additional needs are being fully supported and cared for appropriately. Parents are very supportive of the nursery and the staff, they find them approachable, friendly and they state their children love coming to the nursery. Before children start parents are asked to share what they know about their child, this is entered onto their profiles to enable staff to meet their needs effectively and ensure continuity. Parents are aware of the observations kept on their children and are asked to contribute to their next steps in learning. Babies have daily diaries which tell the parents how their welfare needs have been met each day and they discuss the

experiences their baby is having, keeping them fully informed. Newsletters and posters keep the parents of the older children aware of activities the children are undertaking each day, however, the posters are in the play room and some parents are not fully aware of them. Daily discussions take place with the parents of the older children and information and photographs of their own child can be emailed to them. Staff ask parents for suggestions to improve the provision and where possible will make changes to support the parents; for instance the nursery changed their opening times to fit in with the needs of the parents.

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

Children of all ages are offered a highly stimulating and environment where the emphasis is on children being safe, having fun and learning through their play. All children are making excellent progress towards the early learning goals. Staff have effective systems in place to record the children's achievements and their individual interests to plan stimulating and worthwhile activities for the children. They are flexible in their approach, promoting a good balance between adult and child initiated activities. Staff are skilled in their interaction with children, using planned and incidental opportunities to encourage children to think for themselves and contribute their own knowledge. Staff are knowledgeable, experienced in caring for children, they understand how children learn and their enthusiasm inspires children to join in and participate.

Babies are supported in having their own routine, feeding and sleeping to meet their individual needs. They have warm relationships with the staff who know them well and babies enjoy many cuddles during the day. The babies are confident and look to the staff for reassurance as they tackle difficult tasks, such as learning to walk or learning to walk backwards. They know that they will be supported and they feel safe as they undertake the full range of activities on offer. They paint using fingers and brushes, draw using crayons and enjoy the sensations of jelly. The babies explore their environment confidently and self-select resources that interest them. They will approach a member of staff with resources such as books or bubbles knowing that the response is going to be positive and time will be made for them to enjoy the activity they have chosen. Each day they go outside to have fresh air and they enjoy the resources in the hall, such as the bouncy castle and the little bikes. Trips into the community are frequent and the slightly older babies especially enjoy their trips to the library where they have books read to them and they confidently help themselves to the books. The deployment of staff is excellent, their positive team work ensures that the babies' needs are consistently met.

The older children have great fun in the nursery, after self registering themselves they choose from the wide range of activities what they would like to do. Some of the children choose art and craft, selecting for themselves from the comprehensive range of collage materials, using glue scissors or tape to create, others sit drawing or writing and others look at the books. The children respond well when it is group time, the majority eagerly join in. They enjoy singing, choosing songs from within a bag, giving them a visual aid if they need it. They spend a lot of time singing

during their play, for instance whilst dressed up in Christmas characters the children sang songs to themselves, such as Little Donkey. Stories are read to them and at times they are encouraged to make up stories using the prompts the staff have chosen. Children are becoming competent in linking letters to sounds, many of them knowing the letter and sounds of their names.

Staff use all incidental moments to encourage children to understand number, they are frequently asked open-ended questions about size shape and number, for instance when laying the table for a snack, staff and child discussed how many children there were and how that number could be divided to sit on the two tables. They play board games and count and move the counters along according to the dots on the dice.

Children are becoming competent at using the full range of tools, from scissors to nails and hammers whilst using the tip tap boards, to pattern making tools. They are confident to ask for help when they need it and time is made to enable them to concentrate and persevere through the flexible routine of the nursery. Children love the activities and resources in the hall, they bounce on the castles, slide down the blow up slide, ride bikes and scooters, enjoying the large space they have. They negotiate the spaces in all their environments very well. Staff are enthusiastic, supporting and joining in riding the bikes and cars, they bounce on the castles enhancing the experiences for the children.

Children feel safe within the environments they use. They are confident and know the routines well, for instance when using the garden they know to stand and wait outside the gates until a member of staff has made sure it is all safe. When using the hall they know to take their socks and shoes off so they don't slip and when going out of the main play room they know to hold onto the walking rope.

Children are learning about healthy lifestyles through routine and incidental opportunities. They brush their teeth each morning using a timer, they know the appropriate times to wash their hands. At snack time they self-select from a range of fruit and they access their drinks throughout the day. Through focused activities they learn about foods that are good for you and what happens to your body when you grow and have exercise.

Children's behaviour is excellent. The babies and children show a strong sense of security, they have excellent caring and warm relationships with the staff and each other. If a child is unhappy the interaction from the staff ensure they quickly turn their tears into smiles as they feel confident within the setting. They are very confident knowing the rules of the nursery. Children play together well, negotiating with each other to take turns, for instance whose turn it is to wear the costumes or play in the sensory area.

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

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

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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