

Inspection of Top Tots Day Nursery Union Street Ltd

Union Street, Portsmouth PO1 3BY

Inspection date: 9 April 2025

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Staff give children a warm welcome as they arrive at nursery. Children confidently leave their parents and settle quickly, engaging in activities with their friends. Leaders and staff know the children well and develop secure and nurturing relationships with them. They give the children lots of cuddles and reassurance when needed. This helps children feel safe and develop a sense of belonging.

Leaders and staff are passionate about providing good-quality care and education for all children. They implement a daily routine to help children to understand what is coming next. This helps children recognise transitions in their learning. For example, after breakfast children know to sit in the cosy area for welcome time and excitedly sing a welcome song to each other. Staff extend this learning through singing familiar songs and introducing other resources. For instance, children happily use props to choose what nursery rhyme to sing next and know the actions to the song. This supports children's learning and development.

Staff have high expectations for children. They are good role models and encourage children to use good manners and to share and take turns. For example, staff support them to share the ride on toys with their friends in the garden. Children are given plenty of praise to help raise their self-esteem. For instance, staff say, 'well done' when they tidy away the toys. This supports children to learn how to behave well.

What does the early years setting do well and what does it need to do better?

- Leaders have regular supervision meetings with staff to discuss their well-being, training needs and children's welfare. Staff speak highly about the leaders and value the support that they receive. Leaders continually reflect and show great determination to achieve the highest possible standards. This helps to continually develop and enhance the service that they provide.
- There is good provision for children with special educational needs and/or disabilities (SEND). Leaders and staff recognise the importance of partnership working. For example, they work closely with parents, other professionals and local schools. Staff put in place swift interventions and use additional funding that children are entitled to effectively. For instance, they purchase resources to use during focused one-to-one activities to support children's individual needs. This supports children with SEND to make progress.
- Leaders and staff have developed a curriculum that supports children to develop emotionally and to become independent and confident learners. They seek information from parents about their children's needs, interests and development. Staff use this information alongside their own observations to plan and implement engaging experiences. However, at times, leaders and staff do

not focus enough on making sure children learn what they want them to from the activities they plan. This does not fully support children to build consistently on their learning.

- Staff encourage independence from the earliest age. For example, babies are supported to feed themselves, while older children are taught how to pour their own drinks at mealtimes. Furthermore, when older children need to get changed, they are supported by staff to learn how to dress themselves.
- Children's physical development is well supported. For instance, older children show how they can climb and balance in the garden. Younger children develop their early walking skills and are supported to navigate the space around them, such as when going up and down steps.
- Overall, staff support children's communication and language development well. They encourage children to develop a love of reading. For example, children enjoy sitting in cosy spaces looking at books of their choosing independently or with their friends. In addition, children listen intently to stories read by staff and learn simple sign language throughout the day. However, on occasion, staff do not give children the time they need to think and respond to the questions they ask. At these times, children's communication and language skills are not supported as successfully.
- Staff support children to learn about how to keep themselves healthy. For instance, children learn about oral health and brush their teeth at nursery. Furthermore, staff teach children about healthy foods and discuss the food they are eating. This supports children's wellbeing.
- Partnerships with parents are a strength of the nursery. The leaders and staff form excellent relationships and support the children and families extremely well. They seek information from parents about languages spoken at home and their cultural heritage. Staff share details with the parents about their child's day and provide information to help parents to support their children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- support staff to implement the learning intentions of activities more precisely, so that interactions are consistently effective at extending children's knowledge and skills
- strengthen support for children to think and process information when asking them questions, to support their critical thinking and communication skills.

Setting details

Unique reference number	2759206
Local authority	Portsmouth
Inspection number	10383849
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	50
Number of children on roll	43
Name of registered person	Top Tots Day Nursery Union Street Ltd
Registered person unique reference number	2759205
Telephone number	07469925955
Date of previous inspection	Not applicable

Information about this early years setting

Tops Tots Day Nursery Union Street Ltd registered in 2023. The nursery is open from 7.30am to 6pm, Monday to Friday, all year round. There are six staff, four of whom hold a level 3 early years qualification. The nursery provides funded early education for two-, three-and four-year-old children.

Information about this inspection

Inspector

Nicole Atkinson

Inspection activities

- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Staff spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and the children.
- The manager and the inspector carried out a joint observation of an activity in the garden.
- Parents shared their views of the nursery with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

We carried out this inspection 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.

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