

Inspection of Top Tots 2

East Plumstead Baptist Church, Griffin Road, London SE18 7PZ

Inspection date: 27 January 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children and babies are excited and happy to enter this safe and welcoming setting. As babies see staff waiting for them at the gates, they wiggle in glee and hold their arms out to be handed over. Staff greet them enthusiastically, talking and singing to them as they carry them inside. Older children walk through happily sharing with staff what they have done over the weekend. Children quickly settle at an activity that has been thoughtfully laid out as part of the setting's ambitious curriculum for all children.

The behaviour of children is good. Children form friendships and enjoy playing together. In the garden, children share space to roll cars down the ramps, laughing as they crash together at the bottom. Staff facilitate play well, stepping in to support children with taking turns when needed. Children receive lots of praise and encouragement from staff. Older children are caring towards those younger. They check in with toddlers as they spend time settling in the new environment, stroking their face and asking if they are okay.

The support for children with special educational needs and/or disabilities is excellent. The setting recognises the importance of seeking early intervention for children and works closely with the local authority.

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

- Staff know their children well. They confidently talk about the progress children have made and what it is they need to learn next. Staff adapt the curriculum to meet the interests of children. Following visits to health visitors, staff put weighing scales and tape measures out to cater to children's curiosity of being weighed and measured. Children excitedly go around the room measuring different objects and discussing the numbers they get.
- The curriculum for communication and language is good. Babies communicate in various ways, such as using singular words, pointing and bouncing in excitement. Staff are quick to respond to babies' individual communication cues, such as rubbing their hair when they are tired. Older children are confident communicators and spend sustained amounts of time engaged in imaginative play, developing and expanding the stories they create.
- The setting is beginning to promote children's independence, encouraging children to make their own play choices and self-serve at lunch. However, this is not consistently implemented by all staff for children to continuously practise these skills. For example, staff serve children breakfast and pour their milk for them, having them on a separate surface rather than within the reach of children. When preparing for the garden, staff are quick to put children's coats and scarves on them rather than providing opportunity for them to do this first

themselves.

- Children learn about the world around them. Children are currently celebrating Chinese New Year with a week of activities that includes a focus table which has cultural items for children to look at and touch. Sensory play using noodles which prompts discussions about different cultural foods. Children create their own paper snakes as it is the 'Year of the snake'. They use their imagination to make snakes using a variety of materials. Stories shared allows children to think about all they have learned and share their thoughts with others.
- The setting's routine helps children feel safe and secure. Children know when it is snack time or when it is time to go into the garden. However, there are some elements of the routine that do not meet the needs of all children, for example, changing all children's nappies at once. In older rooms children are taken away from tasks they are midway through completing when their nappy does not immediately need changing. This interrupts their learning experience.
- Partnership with parents is excellent. Staff speak highly of the setting. They commend the communication they have with all staff. Parents talk of the progress their children have made, such as their surprise that they know their developing literacy skills or sharing their knowledge of 'The Tiger who came to Tea' when visiting a cafe with family.
- Staff at the setting feel well supported. They have regular meetings with leaders to discuss their personal and professional development. Staff are encouraged to engage in further training opportunities to promote their own knowledge and improve the provision for children's learning.

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:

- develop consistency in allowing children opportunities that promote their independence in all areas of their learning
- consider how the routine, especially for nappy changing, can be adjusted to ensure it is meeting the needs of all children.

Setting details

Unique reference number	2710330
Local authority	Greenwich
Inspection number	10372412
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	0 to 4
Total number of places	60
Number of children on roll	46
Name of registered person	Top Tots Day Care Limited
Registered person unique reference number	RP535359
Telephone number	02083310724
Date of previous inspection	Not applicable

Information about this early years setting

Top Tot 2 registered in 2022 and is based in Plumstead within the London borough of Greenwich. The setting is open from 8am to 6pm, Monday to Friday, term time only. The setting currently employs 16 members of staff, 12 of whom are qualified at level 3. The setting offers the government funded places for childcare.

Information about this inspection

Inspector

Natalie OLeary

Inspection activities

- The nominated individual and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- 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 carried out joint observations of a group activity with the nominated individual.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

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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