



# Turtles Children's Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	218512
<b>Inspection date</b>	17 January 2007
<b>Inspector</b>	Shirley Amanda Wilkes
<b>Setting Address</b>	Burton Bank Lane, Burton Manor, Stafford, Staffordshire, ST17 9JW
<b>Telephone number</b>	01785 214675 and 07973790682
<b>E-mail</b>	karen@turtles.freeseve.co.uk
<b>Registered person</b>	Turtles Nursery (Stafford) Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Turtles (Stafford) Day Nursery opened in 1998. It operates from a converted detached house in the Burton Manor area of Stafford. The nursery serves the local and surrounding area.

There are currently 82 children on roll. Of these, 17 children receive funding for early education. Children are able to attend for a variety of sessions. The nursery supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

The nursery is open from Monday to Friday all year round, between the hours of 07:30 to 18:00.

The nursery employs 18 members of staff, all of whom hold qualifications to Level 3 and above. Four members of staff are working towards a Level 4 qualification. The nursery receives support from an advisor from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is outstanding.

Children benefit from the meticulous health and hygiene routines implemented. They know that they need to line up to go to the toilet and wash their hands before meals and snacks and after handling animals. They understand that they need to wash their hands 'cause you get germs on them'. Children's independence is encouraged by the use of liquid soap and paper towels. Children are reminded to wet hands first so soap is not rinsed away. Children are also encouraged to clean their teeth after meals. Staff routinely wipe tables before meals and after messy play with anti-bacterial spray. All of which ensures children are protected from cross infection. Clear effective nappy changing routines such as wearing gloves and wiping the mat after use helps to prevent cross contamination. Clear written procedures shared with parents for sick and infectious children help prevent the spread of infection. All required paperwork is in place regarding accidents and the administering of medication, parents sign to acknowledge any entries, and all staff have current first aid certificates. These excellent measures help to protect children's overall welfare.

Children are learning about healthy eating. They benefit from an excellent range of freshly cooked nutritious meals, for example, turkey casserole with vegetables. They also have a very good variety of fresh fruit, toast and cereals. They are provided with milk, water and sugar-free juice at meal and snack times. Children are able to help themselves to their own water bottles and feeder cups throughout the day. This ensures that children stay well hydrated. All dietary and health requirements are discussed and recorded on children's individual record forms. Children's well-being is protected by the excellent procedures in place to ensure any allergies and special dietary requirements are met, for example, red sheets are used in the register to alert staff, children also wear 'medals' at meal times stating their name and any special dietary requirements.

All children enjoy playing outside where they can access a large and very good selection of climbing apparatus and balancing bars on the grassed area. There is a tarmac area for wheeled toys and games, all of which encourages the children to move with control and co-ordination. Indoor activities include physical games, for example, music and movement and action songs. Children have great enjoyment from lying on their backs during the bicycle song and pedalling their legs. Children are taken on walks around the local area with babies enjoying walks in their buggies. Children are developing a positive attitude to exercise and maintaining a healthy lifestyle.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a well-organised, welcoming environment where risks to children are limited through good safety and security procedures. Staff monitor access to the nursery at all times with locked doors and an intercom system. Risk assessments are completed regularly together with daily safety checks for all areas accessed by the children. Staff ensure they maintain an accurate record of staff, children and visitors attendance. Children are protected

by the use of a password system being in place if children are to be collected by persons unknown to the staff. Fire drills are practised with the children on a regular basis and these are recorded. This means that children are safe in an emergency.

Children use a good range of safe, good quality, developmentally appropriate resources. These are very well maintained and presented by staff to enable children to choose from the varied range stored at low-level. Staff consistently explain safe practices such as, forming a line to go to the toilet, not running in the playroom and the use of the hand rail when negotiating the stairs.

Children are well protected by staff that have a clear understanding of child protection issues and understand the correct procedures to follow for reporting concerns. Child protection training attended by staff ensures that they fully understand their responsibilities in protecting children from harm.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are very secure, happy and contented. Staff ensure children are warmly welcomed into a caring and stimulating environment. They settle quickly and they are enthusiastic to join in the well-planned activities and many resources that are on offer to cater for all interests. Children can choose what they like to play with to meet their individual interests. Children are very sociable and confident as they join in group activities. All children enjoy playing with paint and play dough which helps children represent their feelings and ideas in a variety of ways.

The children's language and communication skills are very well promoted by staff through conversation, questions and individual attention. For example, staff sit with children on an individual basis to talk about activities, to look at books that the children have chosen and prompt them to name new and familiar objects and shapes. When playing they talk about their home life. Staff actively get involved in the children's imaginative play. Consequently, children are developing their communication skills well and are able to express their needs. Children's independence is encouraged by them being able to access drinks freely and to serve themselves from the main serving dish at meal times but the value of this is lost by the utensils not being of a suitable size for the children.

### **Nursery Education**

The quality of teaching and learning is good. The well-organised staff team have a good knowledge and understanding of the Foundation Stage and plan and provide a varied range of activities under each area of learning. The learning intention is recorded and relates to the stepping stones so that all aspects are covered. Staff have a good understanding of the children's starting point when they enter the school room, this is due to the effective communication within the staff team. The good use of developmental records that follow each child through the nursery and from discussion with parents. Staff evaluate their teaching methods and the impact of planned activities on the children. Children's records provide a clear picture of their progress to enable staff to make informed planning for the individual child.

Staff use very effective methods to maintain children's interest such as, spending the majority of their time working directly with the children and asking understandable questions. This means that children are appropriately challenged and engaged, for example, when talking about the pet rats they discuss size, colour, how fast or how slow they moved. Children are clear about the purpose of adult led planned activities and frequently join in with their own ideas and home experiences. Children are encouraged to take responsibility, for example, by being helper of the day, the child who is chosen shows lots of pride and enthusiasm.

Children show a strong sense of belonging as they greet each other and staff on arrival. They are interested in their free play as they select and carry out activities and assume responsibility for personal care. Staff make very good use of every day routines to extend the children's development by encouraging them to help prepare their own snacks, for example, children are encouraged to butter their bread. Children are friendly, show care and concern for others and respond positively to high expectations of their behaviour. Children's names are displayed on the golden tree to acknowledge acts of kindness and achievements and this promotes their self-esteem.

Children speak clearly and are confident to speak when in a large group. Staff are enthusiastic story tellers and children attentively listen and eagerly join in with stories. Children have good language skills and staff extend their vocabulary such as, introducing new words when looking at the forms in the post office. Children are learning to use facial expressions and gestures to communicate their likes and dislikes, for example, when the pet rats came out to play. Children write and recognise their own names and are able to sound letters in words. They demonstrate that they know how to form letters as they make marks on their drawings and art work and fill in forms. However, children are not provided with writing materials so they can write spontaneously during child initiated activities, for example, role play.

Children develop an initial sense of time and place through topics about their community. They investigate living things as they help to care for the rats and grow vegetables. Children are introduced to other cultures and customs as they celebrate festivals with art activities, and stories. They are developing their knowledge of the natural world, and use real materials as they have regular opportunities to investigate plants and insects through topic work on growing things and where things come from. Children have the opportunity to use everyday technology such as a computer or programmable toys to develop their understanding of information and communication technology.

Children understand and use the concept of numbers well. They count meaningfully up to ten and above and are developing problem solving skills such as, how many must be left if we take three away and the use of time and money when playing in the post office. Children demonstrate that they understand shape, quantity and size as they compare everyday objects, name the shapes being used, for example, a rectangle. This means that children use number names and mathematical language spontaneously. Children are extending their understanding of mathematics during everyday routines such as, counting the children at meal times time and recognising their ages on the number line.

Frequent use of the outdoor area helps children develop their physical skills. Children pedal cars and play games in the play house with confidence and enthusiasm. Children use

paintbrushes, spatulas, cutlery, scissors and cutters with confidence and control. The children enjoy regular rhymes that they all know and join in and are eager to learn new ones.

### **Helping children make a positive contribution**

The provision is outstanding.

Children are beginning to learn about different cultures, through an excellent range of planned activities and resources, which are available to help them become fully aware of the wider world and of diversity. Children enjoy positive relationships with the staff and each other. They are valued and respected as individuals, their confidence and self-esteem is developed well by staff, for example, by the children being chosen as helper of the day which includes responsibility for laying tables for lunch and being head of the group when lining up for outside play. Children show great pride in this. Praise and encouragement is given consistently during their play throughout the session. Staff ensure that resources positively represent the children who attend as well as individuals from the wider community. Children have art activities and topic work that reflects their diverse community and they develop a positive attitude to others. Children behave extremely well, they take turns, share, help each other and remember to say 'please' and 'thank you'. Children's spiritual, moral, social and cultural development is fostered.

Children with learning difficulties or disabilities and specific language requirements can be fully included and supported because staff have a very good understanding of inclusion for all. The access to the group is very good and meets the needs of staff, parents and children. All children benefit from the excellent partnerships staff have developed with parents. The individual routines and preferences are discussed which means that staff are aware of all the children's care needs and children settle well because staff work closely with parents. Parents are made fully aware of how the setting operates through an information document. They are informed of topics and operational changes verbally, from the notice board and regular newsletters. Parents are invited to attend parents forum meetings and the minutes of these are posted on the notice board for all parents to view. Exchange of verbal and written information on a daily basis keeps parents very well informed of their child's well-being and progress, records are accessible to parents at all times and time is made for parents to consult with their child's key worker.

Partnerships with parents and carers of children receiving funded education is outstanding. Parents receive excellent information regarding the nursery education, for example, through a very informative booklet and regular news letters. Parents complete a profile for their child when starting nursery to identify children's starting point. This ensures that children are able to make progress at the right pace for their individual needs. Parents receive very detailed information on the educational programme, are actively involved in providing resources for their children and are able to also assist their child's development by participating in activities at home if they wish. Parents receive a written report once a term and have open access to any available written development records. These types of measures ensure that parents are very well informed about their child's nursery education and progress.

## **Organisation**

The organisation is good.

The registered person and manager have developed robust recruitment procedures which ensure children are cared for by staff who are appropriately qualified, checked and vetted. High staffing levels allow staff to be deployed appropriately meeting the individual needs of all children. All staff hold Level 3 qualifications and all have current first aid certificates. Staff are experienced and knowledgeable and ensure children's individual needs are met. Staff are enthusiastic about developing their childcare skills and knowledge and the professional development of staff is supported by management. Good arrangements are in place to monitor the strengths and weaknesses of the setting. Staff are clear about their roles and responsibilities and work well together as a team. Induction training and appropriate policies and procedures work in practice to keep children healthy and safeguard their welfare. There are clear systems in place for recording accidents, medication and attendance. Documentation is maintained to a good standard. The policies and procedures are continually undergoing review and updated to reflect the progressive improvement of the operational practice. Children's records and staff details are stored securely and are available for inspection. Staff attend training on a rolling programme and are increasing their understanding of children's development and knowledge of the Foundation Stage. Staff are supported by a visiting development advisor who provides examples of good practice and record keeping to further develop their knowledge and understanding of grouping and how children learn.

The leadership and management of the setting is good. Children benefit from the care of a staff team who are highly motivated and keen to increase their knowledge of good practice and nursery education. They regularly reflect, monitor and improve the quality of their education through working with the Early Years Team. Effective teaching methods, focused planning, and the good use of assessment charts to record children's progress enable children to progress and achieve well in all areas of their learning. The provision meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

At the last inspection it was recommended that the nursery develop flexibility in the timetable in the toddler room to take into account individual children's needs and moods, and to ensure that babies are held whilst being bottle fed. Children are now able to follow a more flexible routine that meets their individual needs, for example, children are told when an activity is due to end enabling them to finish appropriately. Babies are held for bottle feeds and a settee has been placed in the baby room to make bottle feeds more comfortable for staff and babies.

At the last nursery education inspection the nursery was asked to provide children with opportunities to experience self-initiated art and craft activities, to reduce the amount of photo-copied pictures and worksheets that are used, and to develop staff's understanding of the need to teach children the difference between letters and numerals. Opportunities for self-initiated art and craft activities are now available, children are able to use chalk boards, glue and crayoning activities independently. The use of photo copied work and activity sheets has been reduced. Number lines, letter friezes and labels are used to help the children recognise

the differences between numbers and letters. This means that children are now making good progress in all areas of learning.

### **Complaints since the last inspection**

Since 1 April 2004 there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- develop children's independence at meal times.

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure children have access to appropriate writing materials in order to develop their writing skills spontaneously during child initiated activities.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)