

# Turtles Children's Nursery

Inspection report for early years provision

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**Unique reference number** 218512  
**Inspection date** 14/01/2010  
**Inspector** Lynne Milligan

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Turtles Children's Nursery opened in 1998. It operates from a converted and extended detached house within a residential area of Burton Manor, Stafford. The nursery serves the local area, with shops, parks and a library nearby.

The nursery is registered on the Early Years Register. A maximum of 64 children may attend the nursery at any one time. There are currently 72 children aged from six weeks to under five years on roll. The nursery is open from Monday to Friday all year round between the hours of 7:30am to 6:00pm. Sessions are from 7:30am to 1:00pm and from 1:00pm to 6:00pm. Children are able to attend for a variety of sessions. The nursery is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

Thirteen staff work with the children, of whom, all have an early years qualification of Level 2 and above. One member of staff has Qualified Teacher Status. The setting also employs a cook and two cleaners.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Outcomes for children are consistently good and exemplary in some areas. Children make good progress in their learning and development, supported by a well-qualified, caring and motivated team. Those in charge have an accurate understanding of the strengths and weaknesses of the provision and take effective steps to improve it. Generally effective arrangements exist to ensure children's safety. Strong links with parents and carers help to involve them in their children's care and education, and they are kept very well informed of their children's progress. Excellent links with local schools ensures continuity of care and successfully promotes inclusive practice.

## What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- maintain a daily record of the names of the children looked after on the premises and their hours of attendance (Documentation) (also applies to the compulsory and voluntary parts of the Childcare Register). 05/02/2010

To further improve the early years provision the registered person should:

- ensure records in the younger children's rooms are dated and that they include consistent and specific next steps that link to the planning and to

demonstrate progression.

## **The effectiveness of leadership and management of the early years provision**

Systems to safeguard children are generally well implemented as staff have an up to date understanding of child protection issues. Robust procedures are in place that include a Criminal Records Bureau Disclosure for all staff and ongoing suitability checks that ensure any cautions or convictions are reported. Regular risk assessments ensure all areas of the nursery are safe and clean, with outings assessed for all scenarios. Staff are vigilant as they count children in and out of rooms and as they check areas and resources before use. Records are generally kept up to date; however, some children are not consistently signed in on the registers as they arrive. Procedures such as administering medication and noting all accidents are thorough as staff have a good understanding of their roles and responsibilities. Good practice is regularly reviewed through staff meetings that allow for any issues to be resolved and for staff to take an active part in expressing their ideas and thoughts to further improve the nursery. Information from these meetings along with those from the parents' forum, evaluated questionnaires and children's thoughts are all used to consistently inform the process of self-evaluation. As a result, the management has a firm understanding of their strengths and weaknesses and have made significant steps to maintain the capacity to improve.

Partnerships with parents are outstanding. All staff understand the benefits of effective relationships with the family and as a result they maintain a consistent approach to promoting inclusion. Parents are welcomed into the nursery by friendly and helpful staff, who provide a wealth of information that ensures they are clear about the type of care they will offer. Effective settling-in procedures allow children to gradually become familiar with their new surroundings and to help parents with the transition. Parents can track their child's progress as they are invited to parents' evenings, family events such as Father's Day lunch or a summer barbeque, with regular discussions as they drop off or collect their child. Staff complete daily sheets that go home as well as providing an abundance of additional resources that help parents to feel included in their child's development. Detailed newsletters inform parents of any changes such as those to policies or practice, with additional advice on parental leave or medical alerts. Colourful and imaginative displays offer parents the opportunity to leave comments that prospective parents and visitors may see. For example, how much their children enjoy the nursery, how well they eat and the variety of wonderful and creative activities on offer. Excellent links with the local schools ensure the level of care is continuous and that all children's needs are identified and supported through the transition process. Teachers from reception classes visit the nursery, commenting on their high standards as they gain important information about children's development and special interests.

Close links with the community ensure all children develop a sense of the world around them as they clearly value and respect each other. Visitors such as dentists, health visitors and doctors all contribute to children's understanding of

the people who help us. Children explore their environment as they learn about the variety of homes people live in and how this compares to other countries. Equality and diversity is thoroughly promoted as staff are well trained and robust policies underpin everyday practice. For example, recruitment procedures ensure all staff are vetted fairly and attention to family backgrounds allows the nursery to make any adjustments before children start. Children learn about other cultures, religions, ethnicity and gender as staff act as excellent role models, supported by a wide range of exciting, well thought out activities. Resources are effectively deployed as both managers act as supernumerary, with extra staff available to cover breaks and annual leave. Furniture, equipment and resources are of high quality and suitable for the ages of children to support their learning and development. Areas both indoors and out are well planned to maximise many learning opportunities.

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

All children across the nursery are adopting a healthy lifestyle as they enjoy a nutritious and balanced diet. Hot meals are prepared on site by the qualified and experienced cook, with fresh ingredients that are adapted to meet the needs of the children. Fresh drinks are regularly provided as older children independently access drinking water, with babies consistently offered their individual beakers in order for them to remain hydrated. Specific dietary needs are adhered to with allergies carefully noted on children's placemats and confidentially displayed in the kitchen. Staff act as excellent role models as older children wash their hands without prompting. Younger children begin to associate snack times with healthy procedures as staff wipe their hands, explaining how lovely and clean they are. All children access the outdoor area at least once a day with a balance of planned and spontaneous learning opportunities extended outside. Staff follow children's interests as they make marks in the soil or as they build dens out of natural materials. Children understand the benefits of exercise as they talk about the changes to their bodies and how it makes them feel. Spare clothes and wellies ensures all children can access the outdoor area in all weathers. All children are confident in their surroundings as they have formed close relations with their key person. Their behaviour is exemplary as they happily share their toys or take turns in their play. Older children regularly demonstrate their ability to manage their own conflict as they sort out their differences or as they make appropriate choices. Staff understand the importance of this and stand back as children work together to negotiate and compromise in a positive way. Younger children follow everyday rules with ease and listen attentively to staff as they sensitively reinforce positive behaviours. Staff actively encourage children to feel safe as they allow children to take risks. For example, older children are encouraged to jump from one stepping stone to another, assessing the risk as they judge the distance or as they become aware of others when it is time to tidy up.

Children throughout the nursery enjoy a varied and interesting range of activities that consistently stimulate and excite their interest. As a result, children make good progress across the early learning goals. Older children's development files accurately demonstrate their progress, with clear observations and next steps that

continuously link to the planning. However, in the younger children's rooms this is not as effective as files are not as detailed. Starting points and some observations are not dated, with few containing any next steps. As a result, it is unclear when children have achieved the learning intention and where they link to the planning. In addition, some assessments are too general and make it hard for staff to accurately determine if children have achieved the intended outcome. Planning covers all areas of learning but activities recorded on the younger children's 'turtle' theme sheet do not match those on the weekly planning sheets. All staff throughout the nursery generally have a good understanding of the Early Years Foundation Stage and work well together to ensure some consistency across the age range as children move from room to room. Activities provided are well thought out and tailored to children's individual interests. For example, children in the pre-school room have made a train out of cardboard boxes and absorb themselves in their play as they each act out their roles. One child plays the train driver and directs the passengers, asking them to show their tickets and to "sit down" because they are "going to go faster". Other children take their turn in the waiting room as staff notice there are too many on the train and rather than interrupt their play, they offer some chairs and suggest they use this as a waiting room. Their learning is extended further as they watch a DVD that questions their thinking skills, devising solutions to such problems as what to do if they come across a nail on the tracks. Children are regularly exposed to such complex opportunities as staff in the pre-school room consistently use their good teaching skills to extend and challenge children's abilities. Children explore different ways of communicating as they learn about Braille, using various tools to create letters in their names using the same format. Again this is extended as they close their eyes, listening the story as they begin to gain a sense of what its like to hear words that they cannot see. Younger children confidently use language to communicate thoughts and ideas about the world around them as they take part in many visits that include trips to the local library and park. Many festivals are celebrated and adapted to include all children. Babies crawl through tunnels that make the body of the Chinese dragon, with older children making cards and tasting foods from Sweden, Poland and the Caribbean. Staff consistently extend activities that promote all areas of learning as they collect snow from the outdoor area. Children's interests are promoted as they are encouraged to investigate, testing their understanding. They skilfully use language to explain what happens as it melts and what it feels like whilst it is solid and then a liquid. Babies experience a variety of materials as they scream with delight, grasping handfuls of shredded paper and using their hands and fingers to rub the strands together. They roll across it, giggling as staff play peek-a-boo and tickle their tummies. Children clearly enjoy these close interactions and this contributes to their self-esteem, helping them to become confident learners for the future.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept). 05/02/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory part of the Childcare Register (Records to be kept). 05/02/2010