



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 218512

DfES Number: 515878

INSPECTION DETAILS

Inspection Date 27/01/2004
Inspector Name Jacqueline Mason

SETTING DETAILS

Day Care Type Full Day Care
Setting Name TURTLES CHILDREN'S NURSERY
Setting Address BURTON BANK LANE
BURTON MANOR
STAFFORD
STAFFORDSHIRE
ST17 9JW

REGISTERED PROVIDER DETAILS

Name Turtles Nursery (Stafford) Ltd

ORGANISATION DETAILS

Name Turtles Nursery (Stafford) Ltd
Address C/O 17 Walhouse Drive
Penkridge
Stafford
Staffordshire
ST19 5SP

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

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 area.

There are currently 89 children from 3 months to 4 years on roll. This includes 13 funded 3-year-olds and 6 funded 4-year-olds. Children are able to attend for a variety of sessions. The nursery supports children with special needs and children who speak English as an additional language.

The nursery is open from Monday to Friday all year between the hours of 07:30 to 18:30. Sessions are from 07:30 to 13:00 and from 13:00 to 18:30. Extra hours are available dependent on availability.

Twenty full and part time staff work with the children. All staff have an early years qualification. Extra staff are brought in from Turtles (Penkridge) Day Nursery or one of the Turtles out of school groups as needed. The nursery employs an early years teacher who works between the Stafford and Penkridge nurseries. They are also supported by an advisory teacher from the Early Years Development and Childcare Partnership (EYDCP). Turtles (Stafford) are working towards accreditation with the National Day Nurseries Association (NDNA).

How good is the Day Care?

Turtles (Stafford) Day Nursery provides a good standard of care for children. Staff have good relationships with both parents and children and ensure that all children are included. An effective key worker system means that staff know the children well. Children are grouped effectively to enable them to have access to appropriate toys and equipment although babies are not always kept occupied whilst waiting for meals. The timetable in the toddler room is not sufficiently flexible to allow for children's differing moods and needs although the consistent routines throughout the nursery help children to be settled and confident.

There are good procedures in place to ensure that children are kept safe both indoors and out. There are effective procedures for the safe arrival and departure of children. Staff have a good understanding of health issues and encourage children to have regard for personal hygiene. Healthy eating is encouraged. Meals are provided that are varied and nutritious. Special dietary needs are met although babies are not always held when they are being given bottles. Staff have a good understanding of child protection issues and although some staff are not aware of the designated person for child protection, they are confident to report concerns.

Activities provided are suitable, challenging, varied and interesting. There is a good balance of adult led and child initiated activities. Effective assessment of children and good planning of activities ensures that children make progress in all areas of development. Staff have a good understanding of equal opportunities issues and promote positive images of gender, culture and disability imaginatively.

Parents have trusting and friendly relationships with the staff. Parents are kept informed about the provision and their children's progress through daily discussion and written reports. They are encouraged to be involved in their children's learning.

What has improved since the last inspection?

Not applicable.

What is being done well?

- A varied and interesting range of activities is provided that promotes all areas of children's development. Children are grouped effectively and this helps staff to plan an appropriate programme of activities that children enjoy. Staff are interested in what the children say and do and respond well to them.
- Equal opportunities is promoted well throughout the nursery. Staff show a good understanding of equal opportunities issues and provide a good range of resources and activities to promote positive images of culture, disability and gender.
- An effective key worker system ensures that staff know the children well. Staff give attention to babies needs by following their individual established routines. Risk assessments are carried out to ensure that children with disabilities are not excluded and activities are adapted to ensure that all children can take part.
- Children's behaviour is managed well. There are consistent strategies in place to deal with challenging behaviour that are appropriate to the age and level of understanding of the children. Staff encourage and praise good behaviour.
- There is a good range of age appropriate toys and equipment in each room. Staff are encouraged to be involved in the choosing of resources. Good procedures are in place to ensure that the building and equipment are well maintained. Toys are stored appropriately to encourage children's independence in selecting, using and tidying away resources.

- The monitoring of children's developmental progress is good and is effective in ensuring that the planning of activities promotes the next stages in children's learning.

What needs to be improved?

- the arrangements to ensure that babies are purposefully occupied during routine waiting times in the baby room
- the flexibility of the timetable in the toddler room to take into account individual children's needs and moods
- the arrangements to ensure that babies are held whilst being bottle fed
- the arrangements to ensure that all staff are aware of the person designated to take responsibility for child protection issues.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	Ensure that babies are held whilst being bottle fed.
2	Develop flexibility in the timetable in the toddler room to take into account individual children's needs and moods.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Turtles (Stafford) Day Nursery offers good quality provision overall which helps children to make generally good progress towards the early learning goals. They make generally good progress in communication, language and literacy, mathematical and creative development and very good progress in all other areas of learning.

Teaching is generally good. Staff have a good understanding of the foundation stage. Long and medium term planning is very good. Staff are aware of the learning intentions of activities, although they do not teach children the distinction between letters and numbers. Regular assessment and reviewing of individual education plans effectively informs the next steps in children's learning. There are currently no children with special educational needs attending the setting, however there is an effective system in place to offer appropriate support. There is generally a good balance of adult led and child initiated activities, although when only a few children are present free choice is limited. Art and craft activities are usually adult led limiting the opportunities for children to develop individual creativity. The presentation of the 'writing table' does not encourage children to want to use it and there is a reliance on photocopied sheets. Staff manage children's behaviour well and encourage the building of positive relationships.

The leadership and management of the nursery is very good. There is a committed team of staff who are aware of their roles and responsibilities. Professional development is encouraged. The nursery has effective procedures in place to monitor and evaluate the nursery education that they offer. Staff are committed to the care and education of children.

The partnership with parents is very good. Staff work well with parents. There are effective procedures to share information and keep parents informed about their children's progress. They are encouraged to be involved in their children's learning.

What is being done well?

- Activities provided are interesting, varied and challenging. Planning is effective to ensure that all areas of learning are promoted. Staff are aware of the learning intentions of activities. Children are provided with suitable resources that they use competently and appropriately.
- The relationships that children have with each other and with adults is good. Children initiate interactions with each other and co-operate. They are confident to talk in small groups. Staff interact well with the children and are interested in what they say and do.
- Children are motivated to learn by the careful planning and presentation of

appropriate activities. Staff encourage children to participate and adapt activities to ensure that each child is able to take part and make progress.

- Assessment of children's progress is good and it is used to effectively plan activities to ensure that children are able to develop in all areas of learning.
- Strategies to manage children's behaviour are effective. Staff have high expectations of the children and they respond positively to this. Children are encouraged to share and take turns and to consider the feelings of others. Children's individual efforts are praised.

What needs to be improved?

- the opportunities for free choice activities when only a small number of children are present
- the presentation of the 'writing table' to encourage children to want to use it
- the opportunities for children to experience self-initiated art and craft activities to develop individual creativity
- the reliance of staff on photo-copied pictures and worksheets
- the understanding of staff of the importance of teaching children the distinction between letters and numbers.

What has improved since the last inspection?

At the last nursery education inspection recommendations were made to improve the provision of physical development. The nursery has a new range of purpose designed physical play equipment outdoors, on the grassed area, to encourage climbing and balancing skills. There is also a 'hard area' where children can use bikes, push-a-long toys and play games such as hopscotch. Structured outdoor physical play is included in planning along with free play opportunities to further encourage physical development. That the use of technology was further developed and children encouraged to question why things happen. Children have use of everyday technology and information technology and technology is built into the planning of activities. Resource boxes of scientific equipment such as magnets are also used. Children's thinking is challenged by staff and they are encouraged to ask questions. That the grouping of children needed to be included in weekly plans. This has been addressed and the differing needs of the groups are taken into account.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children separate readily from their main carer and enjoy nursery. Children are developing good relationships with adults and peers and initiate short interactions. They are learning to co-operate and take turns. Children show confidence and ability to stand up for their own rights and mostly respond positively to others' needs. Children have limited opportunities to self-select activities when only a small number of children are present although are developing independence in other areas.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children handle books carefully, turn pages one at a time and recognise that print carries meaning. Children are beginning to recognise their name when it is written. They enjoy making marks but although there is a 'writing table' it is not presented imaginatively to encourage children to use it. Children are able to use different media such as sand to practise mark making. They speak to gain attention and have a good vocabulary that is built on children's own experiences.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children show an interest in counting. All children can count to 10 and some can count past 20. All children can count up to 5 objects by saying a number name for each item. They recognise random numerals and are developing an awareness of the sequence of numerals. Children show an interest in number problems and confidently ask questions such as 'how many..?' Children show an interest in shape and size. They are able to identify simple shapes and use size language appropriately.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children confidently examine objects and explore their use to find out more about them. Children show an interest in their local environment and the world in which they live and confidently ask questions about the natural world. They are learning about their own and other beliefs and cultures. Children are beginning to differentiate between past and present. Children confidently use everyday technology in role play situations and have opportunities to experience information technology.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children show a good awareness and understanding of healthy practices with regard to eating, sleeping and hygiene. Children have an awareness of space and move confidently and safely. They manage their bodies well to create intended movements. They are able to adjust speed, stop and change direction to avoid obstacles. They show increasing control over objects and are able to manipulate malleable materials confidently to create desired effects.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children are able to recognise and name different colours and show an interest in colour, media and texture. Children are able to describe different textures. Children are not experiencing self-initiated art and craft activities which limits the development of their individual creativity. They enjoy music and enthusiastically imitate and create movements in response to music. Children engage in a varied range of role play situations drawing on their own first-hand experiences.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Provide children with opportunities to experience self-initiated art and craft activities.
- Reduce the amount of photo-copied pictures and worksheets that are used.
- Develop staff's understanding of the need to teach children the difference between letters and numerals.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.