



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 208279

DfES Number: 583711

INSPECTION DETAILS

Inspection Date	22/06/2004
Inspector Name	Kathryn Mary Harding

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Tortoise Nursery
Setting Address	Tortoise Nursery Unit 7, Wrekin Professional Centre, Holyhead Road, Wellington, Telford Shropshire TF1 2EH

REGISTERED PROVIDER DETAILS

Name	Mrs Joy Annice Francis
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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

Tortoise Nursery opened in 2000. It is a single storey building situated in a business and care complex, close to Wellington town centre. There are three main rooms for the children and an enclosed outdoor play area. The nursery has sole use of the building.

There are currently 48 children from 3 months to 5 years on roll. This includes nine funded three-year-olds and three funded four-year-olds. Children attend for a variety of sessions. The setting supports children who have special needs and who speak English as an additional language.

The nursery opens five days a week, from 07:30 until 18:00, all year round, except bank holidays and one week at Christmas.

Ten staff work with the children and nine have relevant qualifications in early years education.

The nursery receives support from a teacher mentor from the Early Years Development and Childcare Partnership. The nursery is presently working towards an Investors in People award.

How good is the Day Care?

Tortoise Nursery provides satisfactory care for children. Staff have opportunities to attend regular training.

Staff provide a wide range of activities for the children. Staff and children interact well with each other and know each other well. However, children need to be grouped into key worker groups. Times of arrival and departure of staff and children also need to be recorded. The toys and resources in the pre-school room need to be more effectively organised to meet the children's needs.

Staff have a good awareness of health and safety issues and regularly review the accident book. Staff need to ensure that all fire exits are accessible during operating

hours. The drain outside needs to be made inaccessible to the children. A diffuser is also needed on the fluorescent lighting in the toddler room. Fire drills also need to take place more frequently.

Partnership with parents is good. Staff work closely with parents to ensure that the child's individual needs are catered for. In the baby and toddler rooms staff record in daily diaries how the child has been during the day and what they have been doing. Information on the children needs to be stored confidentially.

What has improved since the last inspection?

Not applicable, as there were no actions raised at the previous inspection.

What is being done well?

- A high staffing ratio enables children to have more individual time. Staff talk with children and praise them for their efforts and gently encourage and support them in their play.
- A broad range of toys and resources are available which promote learning in all six areas. This includes a good range of resources to positively reflect diversity.
- Partnership with parents is good. Staff work closely with parents to try and ensure that each child's individual requirements are catered for.

What needs to be improved?

- a key worker system needs to be in place
- the times of arrival and departure of staff and children need recording
- organisation of the toys and resources is needed to ensure they effectively meet the children's needs
- the fluorescent lights need to be made safe
- the fire exit needs to be accessible
- fire drills should be undertaken at appropriate intervals
- the drain needs to be made safe
- children's information should be recorded confidentially.

Outcome of the inspection

Satisfactory

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 the times of arrival and departure of the staff and children are recorded.
2	Ensure that the children are grouped into key worker groups.
2	Ensure that the toys and resources are effectively organised to meet the children's needs.
6	Ensure that the drain is made inaccessible to children.
6	Ensure that the fluorescent light is made safe.
6	Ensure that fire drills take place at appropriate intervals.
6	Ensure that the fire exits are unblocked at all times.
8	Ensure that information regarding the children is maintained confidentially.

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

How effective is the nursery education?

Tortoise Nursery provides generally good nursery education, with the children making generally good progress towards the early learning goals. Staff have some knowledge of the Foundation Stage curriculum and the early learning goals, but this needs to be extended so that children's progression can be ensured.

Children are taught in small groups enabling them to have more individual support from staff. Staff know children well and challenge them to think. However, further consideration needs to be given to planning activities where children can initiate their own play, count in everyday routines and look at shapes. The environment could be better labelled to encourage children's recognition of some familiar words and mark making equipment could be available in other areas of the room. Further consideration could be given to looking at colour with the children and planning so that children can question why things happen and how things work. Individual education plans can be drawn up for children with special educational needs and staff would work in conjunction with parents and others to ensure that the child's needs are met. Staff work with parents of children with English as an additional language.

The leadership and management of the setting is generally good. Formal annual appraisals take place, but supervision does not. The owner ensures that all staff have opportunities to attend training. Staff continue to look at improving the effectiveness of the care and education for the children, by observations, reviewing plans and staff communication and are open to new ways of working.

Partnership with parents is generally good. Parents are encouraged to come into the nursery and speak with staff and they can attend a parents evening. Books are sent home with children for them to share with parents. However, more information regarding the six areas of learning could be made available and information about the child, prior to them starting, could be obtained.

What is being done well?

- Staff know children well and with the high staffing ratio are able to give them individual time and support.
- Staff manage challenging behaviour effectively and praise and encourage children for their efforts and achievements.
- Staff's spontaneous use of questioning encourages the children to think and extends their learning.

What needs to be improved?

- the opportunity for children to have more child-initiated play
- the opportunities for children to recognise familiar words around the room and access writing materials in various areas of the room
- the opportunities for children to count in everyday routines and look at and explore shapes
- the opportunities for children's interest in why things happen and how things work to be developed
- opportunities for children to access appropriate sized equipment when climbing and sliding
- the opportunities for children to differentiate between different colours
- staff's knowledge of the Foundation Stage curriculum
- the planning of activities to ensure children's progression and the regular on-going supervision of staff
- the information on the six areas of learning and obtaining information from the parents about the child before they start in the pre-school room.

What has improved since the last inspection?

Generally good progress has been made since the last inspection.

The nursery had to expand on the information about the educational provision in the prospectus to include the Foundation Stage curriculum and the early learning goals. This is still being completed and is brought forward at this inspection.

In creative development staff had to plan more opportunities for children to explore three dimensional form. Children can use re-cycleable materials to explore and make their own creations.

Staff had to devise ways to encourage the children in designing and building, selecting materials for themselves and experiencing different methods of joining materials together. Children can access a box full of materials so that they can build, design and join materials together. Previously staff would only bring materials into the nursery when it was a planned activity.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children separate from parents and carers with confidence and ask for adult assistance where necessary. Challenging behaviour is dealt with effectively and children are encouraged to take turns with the resources. Staff encourage children to be kind to each other. Children help themselves to the resources, but their independence could be further developed by more effective organisation of the room and more time being made available for child-initiated activities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children listen well to stories and adults involve the children in the story. They confidently talk in small and large groups and less confident children are gently encouraged to take part. Three and four-year-olds enjoy singing familiar rhymes. They readily access the books, but have limited opportunities to recognise familiar words around the room. They access some writing materials, but these could be available in other areas of the room.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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At times children count within the routines of the session, but this could be developed further so children have more opportunities to learn about number. Children begin to understand in a practical way the concepts of addition and subtraction by singing simple number rhymes. They learn about quantity as they play in the sand and the water. However, there are limited opportunities for children to look at and explore shapes. There is a good range of mathematical equipment available.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children have opportunities to explore and talk about different textures. However, they have limited opportunities to show an interest in why things happen and how things work. They build with a range of construction sets and access a computer with educational programmes to support their learning. They talk frequently about their families, past, present and future events. They have opportunities to look at different festivals and positive images of diversity are evident throughout the nursery.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children move confidently around the indoor and outdoor areas with an awareness of space and others. They access toys and equipment to develop their large and fine movement skills, but some of the equipment the children use is inappropriately sized. Children are developing a good awareness of a healthy lifestyle through the routines of the sessions.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children explore different textures, but have few opportunities to look at and talk about colour. They sing rhymes and action songs with obvious enjoyment, and at times with spontaneity. They play imaginatively in the home area and take on different roles. They have many opportunities to respond to what they see, smell and feel and talk about their likes and dislikes within the session.

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

- Improve staff's knowledge of the Foundation Stage curriculum and early learning goals so that they can plan activities which ensure children's progression in the six areas of learning. Ensure that observations and assessments on the children inform these future plans.
- Provide more information for parents on the six areas of learning and obtain information from parents about their child before they start in the pre-school room.
- Ensure that staff receive regular supervision and continue to evaluate the settings overall effectiveness.

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.