



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY221653

DfES Number: 539933

INSPECTION DETAILS

Inspection Date 27/09/2004
Inspector Name Rosemary Linda Tomkins

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Turtles Day Nursery
Setting Address Wolverhampton Road
Penkridge
Stafford
Staffordshire
ST19 5DR

REGISTERED PROVIDER DETAILS

Name Turtles Nursery (Penkridge) Ltd

ORGANISATION DETAILS

Name Turtles Nursery (Penkridge) Ltd
Address Wolverhampton Road
Penkridge
Stafford
Staffordshire
ST19 5DR

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 Day Nursery Penkridge opened in 2002. It operates from a refurbished Police house close to the centre of Penkridge. The nursery serves the local area and wider Staffordshire districts.

There are currently 62 children on roll from 3 months to 4 years on roll. This includes six funded three-year-olds. Children attend for a variety of sessions. The nursery currently supports a number of children with special needs.

The nursery opens five days a week all year round. Sessions are from 07:30 until 18:30.

There are 14 full time staff who work with the children. All the staff have early years qualifications to NVQ level 2 or 3 and one staff member is a qualified teacher. There is one member of staff currently working towards an NVQ level 3 qualification. The nursery receives support from a teacher from the Early Years Development and Childcare Partnership and the area Special Educational Needs Co-ordinator.

How good is the Day Care?

Turtles Day Nursery Penkridge provides good quality care for children.

Staff give high priority to ensuring children are safe both inside and outside the nursery. They consistently carry out the procedures outlined in the comprehensive safety policies and monitor security of the building closely. They ensure that the available space is well organised and planned. Children with special needs or language requirements are fully included in activities. Staff provide a warm and welcoming environment.

There are procedures in place to ensure staff have a consistent approach to their work, such as induction training, staff meetings and training plans. The staff team work to a high child adult ratios in the baby and toddler rooms and ensure children are well supervised at all times.

Children are provided with interesting imaginative activities both inside and outside the nursery, the children enjoy outings and regular outside play. Children are happy and settled and have good relationships with staff and each other.

Staff attend to the children's health and dietary needs very well. They know the children well and ensure they receive individual attention.

Children are well behaved and respond well to requests to help clear away activities, share and take turns.

There is a very good relationship with parent and carers. They are provided with detailed written information on activities and progress of their children on a daily basis.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Staff plan and organise the space well. They provide opportunities for children to choose and play imaginatively.
- The children are interested and absorbed in their activities and well used to the routine, they are happy and settled.
- Children and parents are welcomed individually into a warm and welcoming setting.
- Children are provided with freshly cooked nutritious meals and snacks, drinks are readily available.
- Children in the nursery are well behaved and have good relationships with staff and each other. Children show concern for one another and easily share and take turns.
- The relationships with parents and carers is very good, confidentiality is maintained and parents have open access to their individually maintained children's records at all times and at regular open evenings.

What needs to be improved?

- the arrangements for sharing the revised child protection procedure with parents.

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
13	Ensure the revised policy and procedures are shared with parents.

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

How effective is the nursery education?

Turtles Day Nursery Penkrige offers good quality provision overall which helps children make good progress towards the early learning goals.

Teaching is generally good. The key strengths in all six areas of learning are due to the skilful interactions of the staff in engaging children in conversations. Staff's developing knowledge of the foundation stage enables them to organise activities that are suited to the children's stage of development and progress. Currently, there are no children with special needs or who have English as an additional language attending but there are satisfactory arrangements in place to provide effective support.

Children are encouraged to express their ideas and thoughts verbally. However, children do not always have opportunity to further develop their initiative and manage tasks during daily routines.

The assessment and planning of children's learning is generally good. It matches the stepping stones and informs the long, medium and short-term plans. Children behave well in response to the high expectations and support of the staff team. The nursery has a very good range of equipment to cover all areas of learning.

Leadership and management is generally good. The success of the setting is due to competent leadership and a well-structured management system. These ensure a shared understanding of good early years practice and a commitment to ongoing staff development.

The partnership with parents is very good. Parents are well informed about their children's progress and operation of the nursery. Written information is provided on a daily basis and parents are encouraged to be involved in their children's learning.

What is being done well?

- Staff find out all they can about children's specific needs. They work in partnership with parents, carers and outside agencies to ensure children develop and progress.
- Staff use daily routines to reinforce the children's understanding in all six areas of learning. They consistently use opportunities and resources to allow children to practise and repeat activities to build their confidence.
- Staff are aware of the development needs of the young group and allow sufficient time for them to develop at their own pace.
- Parents are kept very well informed of their child's progress. There is an effective system in place to ensure parents have access to their child's records and parents are encouraged to be involved in their children's

learning. The children are provided with individual homework packs to allow parents to help their children enjoy books and extend learning opportunities.

What needs to be improved?

- the evaluation and planning of meal and snack times to allow the children to initiate and manage their own tasks.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are interested, excited and motivated to learn. They willingly try new activities and work well together. Children behave well and have good relationships with staff and each other. Children are developing a sense of independence when selecting resources and a level of confidence with their personal independence. They are beginning to visit the bathroom alone. However, they are not always progressing by managing their own tasks at snack and meal times.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children interact, listen and enthusiastically respond to each other and staff. They are developing a keen sense of humour and use descriptive language to express feelings and discuss elements of stories. They listen to stories and enjoy books for pleasure. Children are beginning to respond to sound prompts to identify their own names. They are progressing towards identifying other children's names and resources. They are beginning to make marks on paper and link sounds.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are progressing towards using and understanding numbers up to 10. They enjoy numeric songs and rhymes. They use appropriate language to compare numbers. Children use resources to develop their understanding of matching shapes. Children use descriptive language to describe size and quantity. Children are developing their understanding of the early stages of recognising numerals through art work.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children use all senses to explore. They ask questions about how things work and why things happen, for example when mixing colours and paint. Children talk about their environment and features of the natural world. They are beginning to learn about various cultures and beliefs. Children build and construct a wide range of objects and natural materials. They enjoy mechanical toys, the computer and freely chosen activities to progress.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently with control and co-ordination. They have a sense of space and enjoy running activities outside. They are aware of their own physical needs and understand good hygiene practice, for example they know how and why they wash their hands. Children are increasing in confidence when using a range of small and large equipment and progressing towards handling tools and malleable materials with increasing control.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children excitedly explore different textures, shape and form. Children are involved with their role play and organise their own games. They used their imagination and sense of fun when pretending to be hungry whilst singing 'Ten Fat Sausages'. Children sing songs and say rhymes from memory. Children respond well to rhythm and recognise tunes. The children freely express and communicate ideas using body language and gestures.

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

- Key Issue:
- Evaluate and implement the planning of snack and meal times to allow opportunities for the children to initiate and manage their own tasks.

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.