

# Turtles Day Nursery

Inspection report for early years provision

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EY399947

**Inspection date**

27/01/2011

**Inspector**

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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*.

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## Description of the setting

Turtles Day Nursery was registered in 2009. It is privately owned and it operates from Portsmouth Rugby Club in Portsmouth. There is a ramped access to the nursery and children use one room that is divided into three areas defined by children's age. All children have sole use of a fully enclosed outdoor play area and have opportunities to play on the adjacent playing fields. The provision is open five days a week except bank holidays. Opening times are 8am until 6pm. Children can also attend for sessional care between 9am and 12noon and 1pm until 4pm.

The nursery is registered on the Early Years Register to care for 37 children. Currently there are 40 children on roll, of which 21 children are funded. The setting supports children who speak English as an additional language. A team of eight staff work with the children; the owner and the majority of staff hold or are working towards relevant early years qualifications and are experienced. The setting receives support from the Early Years Development and Childcare Partnership and the Pre-school Learning Alliance.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff promote the needs of every child and meet their welfare and their majority of learning needs. Children play and explore within safe, stimulating boundaries in an atmosphere of fun and excitement. Phonics are used in the setting, however this is limited. The partnerships with parents, and with various professionals and organisations, help to ensure the specific needs of the children are addressed. The on-going self-evaluation process means that the setting builds on its strengths and knows how to improve. The nursery has addressed all recommendations from the last inspection, reflecting the setting's good capacity to improve. This helps to promote effective outcomes for the children attending.

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

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

- continue to develop linking sounds to letters, naming and sounding the letters of the alphabet
- further use the recorded observations of children's progress to assess their learning needs and share this information with parents and carers to plan future learning

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

Staff in the setting have a secure understanding of safeguarding procedures and know what to do if they should have concerns about a child. They are aware of the possible signs of abuse to ensure that the needs of vulnerable children who attend the setting are met. The management of the provision implement effective recruitment procedures to ensure all staff are suitable to work with children. Staff risk assess the setting and take appropriate action to reduce hazards, and children are safe and secure in their care. They agree collection procedures with parents and only release children to named adults. This safeguards the children.

The staff team and management have a very clear understanding of the provisions strengths and weakness. All recommendations from the last inspection have been addressed. The setting implements appropriate systems, policies and procedures that benefit the children and help it run smoothly. The staff team and management are enthused and are a committed team who are keen to develop themselves and the setting. Staff training is an ongoing priority, which helps to enhance children's learning and development. This reflects a sound commitment to continual development.

All children have access to a wide range of resources, activities and experiences during their time at the nursery. Equipment and play materials are stored at a low level, ensuring all children can access them independently, increasing their freedom of choice and decision-making skills. The layout of the room enables children to self-select and take part in small and large group activities. They are able to move around freely and enjoy a range of table top and floor-based activities. Staff are skilled at differentiating the activities to reflect the varying ages and stages of children, ensuring they can participate fully.

Equality and diversity is promoted within the setting and written policies underpin the group's understanding. Children are taught to respect and care for one another. Each child has equal access to the learning experiences provided, including those promoting positive images of diversity. Children have access to a sufficiently broad range of activities to gain a fuller awareness of cultures, religions and the lives of others.

Parents receive information about the nursery and its aims through documentation and introductory visits. They complete documentation that helps staff identify and support children's starting points and individual needs. Parents speak to staff at handover and share children's new interests and achievements as well as their care; this helps parents continue children's learning at home. Feedback from questionnaires suggest that parents feel their children are settled and really enjoy coming to nursery. Staff establish good links with other feeder schools and other provisions involved with the children who share information.

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

Children are happy and settled, they separate from their parents and carers selecting their chosen activities. Children throughout the nursery have a balance of worthwhile, purposeful play, with a balance of adult-led and child initiated play and committed enthused staff are led by the interests of the child. Staff deploy themselves effectively; they show interest in the children they care for interacting with them well. Children have a clear understanding of behavioural expectations, they are polite and courteous to one another, and develop an understanding of taking turns and sharing supported by staff. They always give consistent messages on behaviour management.

Children have a clear understanding of hygiene practices as they are aware to wash their hands before meals and after toileting. They benefit from healthy, nutritious snacks, parents provide packed lunches and teas. Outside visitors come into the nursery to show children how to make smoothies from fresh fruit. Children are able to access drinking water when they are thirsty and have their own clearly labelled sports bottles, younger children point to their cups and staff offer frequent drinks. Hygiene and cleanliness throughout the setting is sufficiently maintained. Children develop a clear understanding about safety through discussion with staff and taking part in evacuation procedures.

Children freely express themselves creatively and have access to a wide range of tools and resources. They work together, explaining to what they are creating, drawing pictures of their family with flesh coloured crayons. They proudly show off their pictures which are displayed. Younger children knock down large skittles with a ball, children and staff give immense praise and support for their efforts. Babies join in and laugh and babble with excitement. Children spend time ladling hard pasta into cups with different sized spoons. This develops early skills for the concept of size, weight and volume.

Children use binoculars outdoors and have access to a computer on a daily basis; they learn to use a mouse to operate educational programmes. They have access to open fields and play spaces where they can run freely and play on equipment to promote their large gross motor skills. They are beginning to learn about exercise, through moving to action songs, describing how their body feels and how it is beneficial to be healthy. Children care and grow vegetables such as carrots and cabbages to put in a home made stew which they enjoy. This promotes children's learning about exploring the natural world and their curiosity.

Children enthusiastically participate in sensory activities as babies enjoy playing with textures on a low level texture board. Children enjoy looking at both fiction and non-fiction books which they independently access and are engrossed as they sit with staff sharing a familiar story. They excitedly touch and look at items displayed for Chinese New Year including reference books about China. They enjoy acting out nursery rhymes and stories as part of their topic. Props and laminated words are used to bring these to life. Children gain early understanding in number and begin to write letters, all of which lay firm foundations for skills needed in

future life. However, children have limited opportunities to develop linking sounds to letters, naming and sounding the letters of the alphabet.

Children make good progress towards the early learning goals across all areas of learning. Staff have a good understanding of Early Years Foundation Stage and stages of children's development. Regular observations are carried out about what children can already do and these are used to identify the next steps in their learning. However, this is not evident in all children's learning journeys and contributions from parents are not always gained. Activities are evaluated to assess if learning objectives have been met and if they have not, they are adapted to use again.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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	2
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	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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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	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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