

# Turtles Day Nursery

Inspection report for early years provision

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**Unique reference number** EY221653  
**Inspection date** 01/09/2011  
**Inspector** Karen Cooper

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**Type of setting** Childcare - Non-Domestic

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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.

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## Description of the setting

Turtles Day Nursery is one of two nurseries run by Turtles Nurseries (Penkridge) Ltd. It opened in 2002 and operates from four rooms in a converted building close to the centre of Penkridge, Staffordshire. The nursery serves the local and surrounding areas. All children share access to a secure enclosed outdoor play area.

The nursery opens each weekday from 7.30am to 6pm all year round. A maximum of 36 children may attend the nursery at any one time. Children are able to attend for a variety of sessions. There are currently 53 children attending who are in the early years age group. The nursery also offers care to children aged over five years to eight years. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are 15 members of staff who work with the children. All staff hold appropriate early years qualifications and four members of staff hold an early years degree. One member of staff has Early Years Practitioner Status and three members of staff are working towards this qualification. The nursery receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children enjoy their time at the nursery and are happy and settled. They have access to a range of quality toys and resources which help them to make good progress in their learning and development. Excellent relationships have been established with parents and other professionals to ensure children's individual needs are well met. Policies and procedures are mostly effective and documentation is well-organised to ensure confidentiality is maintained. Staff demonstrate a positive attitude towards continuous improvement and improving outcomes for children.

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

To further improve the high quality early years provision the registered person should consider:

- improving the range of resources within the everyday environment to extend children's awareness of people with disabilities.

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

The staff have an excellent knowledge and understanding of the local safeguarding procedures and how to protect children in their care. They recognise that this is their first priority and are vigilant, aware of signs and symptoms of possible abuse and know the appropriate procedures to follow should they have a concern about a child. They have attended safeguarding training and all are booked onto a refresher course to ensure their knowledge is updated. There is a clear written safeguarding policy in place which staff make sure is discussed and shared with all parents before their children attend. There is high ratio of staff-to-children present and robust vetting procedures ensure that staff are suitable to work with the children. The well-qualified and experienced staff are well deployed, resulting in a high quality care. They group children effectively with key workers in small groups. This promotes consistency and enables children to build effective relationships and helps ensure that they feel secure and confident with their carers. The staff are committed to inclusion and are enthusiastic about undertaking training, sometimes of a specific nature to support children's individual needs. Children are cared for in a secure environment and written risk assessments have been implemented to cover the whole of the premises to ensure children's safety is fully protected. Indoor and outdoor space is effectively organised, creating a welcoming, stimulating and child-friendly environment which allows children to make independent choices about their play.

The provider and staff work well as a team and are committed to raising outcomes for children. They are dedicated to improvement and professional development and regularly attend further training and workshops to update their skills and knowledge. The staff are able to identify the setting's strengths, areas for improvement and overall quality of the service provided. They make good use of their evaluations to develop the provision. As a consequence, the recommendation from the previous inspection has been fully met and implemented. The staff have formed excellent links with the local schools that some of the children also attend and with other professionals, to ensure progression and continuity. They work extremely well with parents and carers, valuing their contributions as partners in their child's care. Parents are encouraged to share what they know about their child, particularly when they first start to attend. They are provided with regular emails, newsletters, bulletins, communication sheets and daily discussions to ensure that they are fully informed of their child's daily activities. The children's individual learning journeys are used as a joint process between the nursery and home to ensure that parents are fully informed of their child's progress and to celebrate their learning. It is evident from questionnaires received and discussions with parents that they appreciate and are extremely supportive of the nursery. 'I would have no hesitation in recommending the nursery, my child is happy and really enjoys attending', exclaimed one parent. Overall, the parental voice is overwhelmingly positive. Many echo the sentiments of each other who said that the nursery provides a warm atmosphere and that staff are friendly and caring. Documentation is well organised and regularly reviewed to comply with requirements.

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

Children are happy, settled and enjoy attending this welcoming and stimulating nursery, to which both they and their families feel they belong. They have access to a range of age-appropriate toys and resources to ensure that they remain interested and stimulated. However, these are limited with regard to helping raise children's awareness of people with disabilities. Children form secure and positive relationships with staff and each other and, as a result, have the confidence and social skills to play together harmoniously as well as independently. They enjoy a wide range of resources, toys, books, planned topics and music which helps them learn about and value diversity; for example, they use different musical instruments to tap out the beat of Bollywood music. They benefit from good levels of individual attention from staff, who acknowledge that children learn in different ways and at different rates. The staff demonstrate a good understanding of boys' and girls' learning. For example, they are fully aware that boys are generally more active and prefer to play outdoors. Therefore, on some occasions they take the activities outdoors. Children are valued and staff help them feel good about themselves by frequently providing positive support, praise and encouragement, while managing their behaviour well. This builds children's self-esteem; they are well behaved and very polite, which demonstrates their developing respect for themselves and others. They respond enthusiastically to requests from staff to help tidy up, enjoying the opportunity for taking responsibility. The staff have a good understanding of the learning and development requirements and how young children learn and progress. They effectively plan a range of exciting activities, ensuring there is a good balance of adult-led and child-initiated activities. The staff have implemented an effective system to monitor and evaluate children's progress towards the early learning goals and act on any findings to ensure children make good progress in their learning and development.

Children are very keen to join in activities, which staff organise in ways that intrigue and delight them. For example, younger children develop their natural curiosity and sensory skills as they play with the interesting objects in the treasure basket, clearly having lots of fun. They show their amazement at their reflection when looking in a mirror and when the bristles of a brush tickles their skin. Bubbles cause great excitement when the staff blow them towards the children as they try to catch them.

Older children relish an exciting cooking activity. This is extremely well planned to allow opportunities for children to measure ingredients and discuss volume, mass, taste and texture. Staff support children's learning by asking questions to make them think. All children have regular access to the well-equipped outdoor area. Older children confidently use the large climbing equipment and wheeled toys with gusto and younger children love playing outdoors. Children enjoy using their imagination in role play and during craft activities, such as dressing up, painting, sand, clay, dough and water play. They regularly participate in music sessions and enjoy using musical instruments to tap out the beat and dance to familiar music. Children concentrate well when listening to stories and eagerly join in with familiar

nursery rhymes. They are provided with plenty of opportunities from a young age to develop their early writing skills as most base rooms have a designated area for children to access crayons, pencils, paper and paint. Children have good opportunities to develop their understanding of technology through the use of computers and electronic resources. Children's basic numeracy skills are encouraged through daily routines, books, action rhymes and construction play. Older children can count confidently beyond 10 and show increasing skills in solving simple problems, such as objects that sink and float during water play. Children are helped to consider and value each others' cultural differences through a range of toys, resources and planned topics. Their knowledge of the world around them is further extended as they are made aware of the lifecycle of a frog and a caterpillar and enjoy planting seeds and watching them as they grow. Children also benefit from a range of activities outside the nursery. For example, they go apple and strawberry picking and for regularly walks along the local stream and visit the library. The staff plan these activities well, and use them effectively as opportunities to extend children's learning, physical and social skills.

Children confidently separate from their parents and carers, demonstrating that they feel safe and secure to be left with the staff. They learn about keeping themselves safe through the discussions and activities provided. They regularly join in fire evacuation practises to ensure that they know what to do in an emergency and learn how to use a ladder safely when apple picking. Visitors to the nursery, such as the police and fire department, further encourage children's understanding of how to keep themselves safe. Children follow good hygiene routines and know when to wash their hands. There are good arrangements in place to care for children who are ill and all staff are trained in administering first aid. Children develop a good understanding of healthy eating. They are provided with a variety of freshly cooked meals and can access drinking water throughout the day. Mealtimes are relaxed social occasions when children and staff sit together around the table to enjoy their food and each others' company. Staff are fully aware of each child's individual dietary needs and ensure these are met.

## 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> | 1 |
| 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>            | 1 |
| The effectiveness of leadership and management in embedding ambition and driving improvement         | 2 |
| The effectiveness with which the setting deploys resources   | 1 |
| The effectiveness with which the setting promotes equality and diversity                             | 2 |
| The effectiveness of safeguarding  | 1 |
| 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 | 1 |
|--|---|

### Outcomes for children in the Early Years Foundation Stage

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|--|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 1 |
| The extent to which children achieve and enjoy their learning    | 2 |
| The extent to which children feel safe                           | 1 |
| 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       | 2 |

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## **Annex B: the Childcare Register**

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

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