

# Tortoise Nursery

7 Wrekin Professional Centre, Holyhead Road, Wellington, TELFORD, Shropshire, TF1 2EH

## Inspection date

08/11/2013

Previous inspection date

29/04/2010

## The quality and standards of the early years provision

**This inspection:**

4

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## The quality and standards of the early years provision

### This provision is inadequate

- Children are not fully safeguarded because staffs' knowledge of safeguarding issues and how to protect children is not secure and risk assessments are not always effective.
- Some staff's knowledge about how to teach, assess and plan to support children's learning is variable and this leads to inconsistent practice that does not ensure that all children make good levels of progress.
- Cover staff and apprentices are not mentored and supported well enough so that they can fully support the children in the setting.
- Assessment of children's achievements are not accurately monitored which hinders staff from ensuring all children make good progress, particularly those with special educational needs.

### It has the following strengths

- Positive relationships are developed with most parents and carers, which contributes to children settling into the setting well.

## **Information about this inspection**

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## **Inspection activities**

- The inspector reviewed a range of available documentation including, risk assessments, accident forms and policies.
- The inspector observed activities in the three playrooms and outside play area.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager and business manager of the provision.
- The inspector checked evidence of suitability and qualifications of practitioners working with children and the provider's self-evaluation form.
- The inspector took account of the views of parents and carers spoken to on the day.

## **Inspector**

Karen Laycock

## **Full report**

### **Information about the setting**

Tortoise Nursery opened in 2000 and is one of two nurseries owned by the same proprietor. It operates from a single storey building situated in a business and care complex, close to Wellington town centre. There are three main rooms used by the children and an enclosed outdoor play area. The nursery has sole use of the building. The nursery is open each weekday, from 7.30am to 6pm, all year round, except bank holidays and one week at Christmas.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 57 children on roll. Of these, 48 children are in the early years age range. Children attend for a variety of sessions. The setting supports children who have special educational needs and/or disabilities, and also those who speak English as an additional language.

Eight staff work with the children; of these seven have relevant qualifications in early years education to level 3 and above, and one is working towards a qualification. The nursery receives support from the local authority.

### **What the setting needs to do to improve further**

**To meet the requirements of the Early Years Foundation Stage the provider must:**

- ensure all staff have a secure knowledge of safeguarding issues and the procedures to follow to protect children, so that concerns are referred promptly to the correct agencies
- improve arrangements for assessing all children's ability in order to more accurately monitor the rate of their progress across all areas of learning and to tailor planning to meet the learning and development needs of each child, especially those with special educational needs
- ensure that there is a consistent approach to completing the progress check for children aged two and that staff are fully trained in how to work closely with parents to identify a child's strengths and any areas where the child's progress is less than expected
- improve training, support and monitoring of those staff who are new, providing cover or on apprenticeships to ensure that children's learning and development and continuity of care is not compromised and that every child's experiences are tailored to meet their individual needs
- ensure the risk assessment process covers specific issues relating to children's individual care and any hazards they may come into contact with, in order to help staff to carry out best safety practice.

**Inspection judgements****How well the early years provision meets the needs of the range of children who attend**

Overall the quality of provision requires improvement because some staff's knowledge about how to teach, assess and plan to support children's learning is variable and this leads to inconsistent practice that does not ensure that all children make good levels of progress. Key persons carry out some observations of what children can do, but the next steps in learning identified for each individual child are not always linked to the planning or recorded in a meaningful way. This means that in the absence of the key person, cover staff are unable to have the information they need to support and meet children's ongoing individual learning needs, and this hinders the overall progress some children make towards the next stage of their development and readiness for school. Cover staff do not take the time to read the children's development records which means that, although they interact well with the children, they provide a supervisory role rather than quality learning experiences. This leads to inconsistent teaching that is not always matched to all children's needs.

Educational programmes generally cover the seven areas of learning, however, the effectiveness of this is also variable. For example, within the school room children's development is mainly supported in the specific areas of learning, with some aspects of learning being overlooked and less well planned for. This hinders these children's learning and development and impacts on their readiness for school. In the toddler and school rooms, observations and assessment of children's achievements are made, but these are not used consistently to monitor and plan for children's individual learning needs. For example, the observations on children are not linked to the planning of future activities so that they fully reflect what children need to learn next in order to make the best possible progress. Within the baby room, staff gather and record information from parents about their child's developmental starting points when new babies join the nursery. However, this practice is not carried out by staff caring for other age groups. As a result, not all staff are able to make accurate assessments of what each child already knows and can do, in order to plan to move them forward and so accurately assess individual children's progress over time. There are also inconsistencies in how well the required progress check for children aged two is carried out, because not enough emphasis is placed on making secure assessments that can be used to support the arrangements made to work with parents and outside professionals when necessary. As a result, children who have specific learning needs are not always receiving the help and support they need to close any gaps in their learning and development.

The quality of teaching varies and this sometimes affects the quality of the learning activities offered. For example, the children took part in a group discussion activity during which children were chosen, one at a time, to put an item into one of three boxes, small, medium and large. While the younger children were keen to take turns, the older children did not gain the most from this learning because staff did not adapt their approach to extend and challenge the older children's thinking. Nevertheless, some aspects of teaching are sound, and generally, encourage children to be active and curious learners. For example, children were delighted when a member of staff put her hands against her face and blew onto her glasses, steaming them up. They joined in enthusiastically when she encouraged them to shout 'abracadabra', during which time the steamed up glasses had become clear. Children are, generally, confident when choosing their own activities and enjoy playing with trains, small world figures, dressing-up clothes and taking part in a shape hunt. Children play independently with play dough using different cutting and moulding tools. This shows that children are confident to try new things, can lead their own active play and are suitably placed for developing their learning further.

Within the toddler room, children enjoy gluing and sticking, concentrating well as they confidently use the glue spreaders to spread the glue and make collage pictures. They learn to use a variety of tools, such as shovels in the sand, and staff add to their enjoyment by giving them plenty of time for them to explore and play. Singing and dancing sessions are used well to encourage children to join in and use their bodies in different ways and this helps to support their overall physical development. In the school room some staff are beginning to use the communication and language initiative 'Every Child a Talker' to extend children's language skills. For example, at lunchtime staff introduced language, such as 'protein' and 'carbohydrate', explaining to the children how our bodies need these. Staff took time to talk to children and encouraged them in

conversations where they could recall events or talk about things that interested them. Children were listened too and given time to respond. However, as yet other staff within the nursery have not received this training and so not all children are able to benefit from this new initiative.

Parents are suitably informed about their child's progress and information is regularly shared. For example, each day, staff are available to talk to parents about their child's learning and they are invited to more formal meetings at the parents' evenings held twice a year.

### **The contribution of the early years provision to the well-being of children**

Staff do not have sufficient knowledge about safeguarding procedures to ensure that children are kept safe and their well-being is protected at all times. In addition, management do not follow child protection procedures that are in place in the setting, and risk assessments are not always effective. As a result, children develop a false sense of safety and security because there are inadequate steps taken to protect important aspects of their welfare. Nevertheless, children appear happy and settled in the nursery.

Staff have developed close attachments with their key children, which is evident. Settling-in arrangements include 'taster sessions' for new families so that staff can talk to parents about their child's care needs prior to their start date. As children move on to another age room, visits are arranged to help them become familiar with their new room and the staff who will be caring for them, and there are clear arrangements in place to ease children's eventual transition onto school. Children behave well and staff encourage them to share the toys and take turns. Children sit together for their snacks and meals and eat healthy food supplied by the nursery. Older children develop independence by pouring their own milk and serving their own dinner and younger children are encouraged to feed themselves, which they do very well. Staff in the baby room get to know the children's needs through discussion and completing documents with the parents prior to the children starting. During meal times they sit closely to those who are learning to feed themselves and take extra care to help ensure that the consistency of the food children eat is appropriate for their age and stage of development. Children sleep according to their needs. Toddlers have individual bedding and sleep time is arranged so that children can sleep with minimum disruption in calm and quiet rooms.

Older children develop physical skills when they use wheeled toys, suitably negotiating other children and objects. Toddlers enjoy kicking balls to adults and other children and playing chasing games that help them to learn to use their bodies in different ways and while enjoying being energetic. Older children learn to manage their own personal needs, such as washing their hands and putting on their coats. Children have regular access to outside play which means that children's healthy development is suitably supported.

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

Leadership and management is inadequate. Not all staff have sufficient knowledge and understanding of child protection procedures to identify and successfully address potential safety and safeguarding risks to children and the provider does not ensure that the setting's policies and procedures are all carefully followed. This is a failure to meet legal requirements of the Statutory framework for the Early Years Foundation Stage. Risk assessments are in place, although, these are not always used effectively to identify and reduce risks associated with all things that children may come into contact with, such as fairy lights. Robust recruitment processes are in place to check staffs' suitability to work with children, and qualifications are thoroughly checked.

Monitoring of children's progress is poor and management are not able to accurately show how well children are progressing over time in all areas of learning. For example, in the school room observations recorded about children's learning do not cover all areas of learning. This means that it is not possible for staff to precisely assess, plan or monitor individual children's progress or accurately identify what they need to learn next and any emerging gaps in their learning. As a result, some children may not always receive the help and support they need. Teaching is variable and is sometimes either not sufficiently challenging or not appropriate for the age and stage of the children taking part. This is because some staff, and particularly those who are new, apprentices or providing cover, do not receive appropriate, support or monitoring to ensure they fully understand each child's needs and how to successfully deliver the learning and development requirements. Appropriate arrangements are in place for supporting children with special educational needs and the nursery works closely with speech therapists, early years consultants and early intervention teachers, although, weaknesses in assessments means this support may not always be carefully targeted.

Processes for self-evaluation are in place and include the views of staff, parents and children. The manager has termly individual meetings with the permanent staff which gives them the opportunity to discuss the children in their care, talk about their own training needs and discuss any performance issues. Staff also attend staff meetings on a regular basis where they receive training and information to help with their professional development. However, the effectiveness of these arrangements are not carefully monitored and this leads to inconsistencies in the quality of teaching and variable care practices. Links with parents are sound and include daily feedback, parents' evenings and newly introduced play and stay sessions.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.



## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	208279
<b>Local authority</b>	Telford & Wrekin
<b>Inspection number</b>	865532
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	42
<b>Number of children on roll</b>	57
<b>Name of provider</b>	Joy Annice Francis
<b>Date of previous inspection</b>	29/04/2010
<b>Telephone number</b>	01952 254040

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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