

Turtles Day Nursery

Wolverhampton Road, PENKRIDGE, Stafford, Staffordshire, ST19 5DR

Inspection date	07/03/2014
Previous inspection date	01/09/2011

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Immensely secure bonds between children and staff are seen throughout the nursery as a result of the positive interactions between adults and children. Children are extremely well-safeguarded by staff who have a very secure knowledge of how to protect children, which is underpinned with excellent policies and procedures.
- Staff plan high quality activities indoors and outdoors that help children to make excellent progress in all areas of their learning and development. Excellent teaching consistently supports children so that they are highly confident, think critically to solve problems and become articulate communicators.
- Children thrive in this vibrant nursery because staff's enthusiasm, expert knowledge and understanding of how children learn. Staff skilfully use questions to enable children to explain what they are learning and so develop their learning and skills further.
- Carefully organised activities result in children who are very confident and achieve excellent levels of independence for their age. Children show superb cooperative skills when managing their environment and are harmonious and considerate to one another as they play.
- Parents are wholly included in the care and learning of their child and as a result are highly enthusiastic about their involvement in the nursery. All discussions are purposeful and impact exceedingly well on every learning opportunity offered and received by the children.

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 observed activities in the toddler rooms and pre-school room, the baby room, the outside learning environment and children having their lunch time meal.
- The inspector conducted a joint observation of children's activities and the interaction between staff and children, with the manager of the nursery.
- The inspector spoke to the owner/manager, deputy and other staff throughout the inspection.
- The inspector looked at children's development folders, children's and staff files and a selection of policies and daily records.
- The inspector held a meeting with the owner/manager and talked to staff during the inspection.

Inspector

Susan Rogers

Full report

Information about the setting

Turtles Day Nursery is one of two nurseries run by Turtles Nurseries (Penkridge) Ltd. It opened in 2002 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from four rooms in a converted building close to the centre of Penkridge, Staffordshire. The nursery serves the local area and is accessible to all children. There are several enclosed areas available for outside play. The nursery employs 12 childcare staff. Of these, four staff hold an early years degree and eight staff hold appropriate early years qualifications at level 3. One member of staff has Early Years Professional Status.

The nursery opens from 7.30am to 6pm, Monday to Friday, all year round. Children attend for a variety of sessions and there are currently 94 children attending, who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- consider imaginative ways of organising resources so that even the youngest children can consistently access things of their choosing.

Inspection judgements

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

Children make excellent progress in this well-resourced and exceptionally stimulating play environment. All staff are very skilled and knowledgeable about how children learn effectively, which ensures that there is strong and effective teaching of children at all times. Staff assess children's abilities as they start at the nursery then skilfully build on what they know and what they enjoy doing. Individual learning journals provide a full and comprehensive record of each child's progress and identify any gaps in their learning. Planning carefully recognises each child's developmental needs and makes the most of what they enjoy. Staff plan an exciting range of sensory experiences for children that provide excellent opportunities for children to discover cause and effect. Babies delight as staff introduce shredded paper into their play and closely supervise this. Staff skilfully use this to promote children's overall development encouraging children to enjoy the texture and sensation of crunching paper in their hands. Staff model words, sounds and movement for children, encouraging them to be adventurous. Innovative play experiences provide exciting learning opportunities. Toddlers enjoy exploring and observing ice blocks as they melt and use this to create a farm with animals. This provides children with tremendous scope to extend their communication skills as they talk about what they see

and feel. The large and stimulating outdoor play areas are used extremely well to extend children's creativity. They use the outdoor classroom to enjoy messy activities. Digging activities provide children with exciting ways to use mathematical ideas as they compare quantities using large scales. This provides them with excellent opportunities to use tools and equipment to scoop and dig soil. Storytime in the preschool room is made exciting and ensures that children share their ideas and learn how to think critically. Children enjoy preparing for this activity. They build a wall using bricks and experiment with the different ways that the egg falls off the wall discovering whether or not it will break. This inspires their critical thinking skills as they eagerly search around the play area to find resources and equipment that will protect the egg.

Staff are immensely resourceful in ensuring all children are included in activities. They encourage children to help with small domestic tasks, such as delivering clean linen to the baby room and helping to serve meals to one another. This ensures that children feel highly valued and enables them to take responsibility in nursery. Children enjoy learning together as a group as they listen attentively to staff. They concentrate extremely well, which promotes their confidence as they talk about their own experiences and confidently voice their opinions. This is all excellent preparation for children's school readiness as they are eager and enthusiastic learners. There are excellent opportunities for children of all ages to learn about the world around them. Babies visit the local canal to watch ducks and other wildlife and older children learn how to care for the nursery tortoise. Children confidently communicate and discuss what they are doing with each other and staff. A variety of interactive parent workshops and discussions as parents collect their child, form a very strong basis where parents are updated about how they can support their child with continuing activities when they return home. Parents are able to use a rich range of nursery resources in their home environment where this will support their child's continuing development.

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

All children feel safe and secure in the nursery as they have excellent support from warm and caring staff. Staff skilfully work closely to parents when the child starts and meticulously collect detailed information regarding the child's individual needs. Carefully planned introductory visits enable staff to deepen their understanding of children's individual needs and plan for their progression with accuracy. Children learn how to keep themselves safe through a wide range of outings and activities in the nursery. A carefully managed and thoroughly safe play environment enables children to enjoy taking measured risks, which provides an excellent foundation for the development of their confidence. They use wheeled toys up and down a slight incline in the nursery garden and use digging equipment in the mud patch as they search for worms. A pirate ship enables them to extend their creative ideas and start to develop stories. Children behave extremely well as staff encourage them to take responsibility and feel valued. They form friendships easily as staff encourage children to work together and include each other in their play. As a result, children are kind to each other and listen to what others want to do and readily include them in their play. Staff provide parents with sensitive support if there are any difficulties with their child's behaviour. This means that parents are fully included and their role in their child's learning is highly valued. Staff skilfully work with parents to

devise sensitive strategies that promote children's positive behaviour. The nursery works closely with outside agencies to provide support for children who have special educational needs and/or disabilities. This enables children to access specialised support so that they make optimum progress in their learning and development.

Children form really close bonds with the staff that care for them. This is because staff are very attentive to how children learn and respond with exceptional skill to their individual needs. Children confidently use their self-help skills to pour themselves a drink and serve each other at lunch time. This provides excellent opportunities for children to learn about quantities as they discuss with each other how much dessert they would like. This helps them consider the needs of others and provides highly useful opportunities for them to use tools, such as large serving spoons and a jug to pour out the dessert. Nutritious meals are cooked in nursery and ensure that the needs of even the youngest babies are very well-catered for. Children learn how to mix ingredients together during cooking activities. This provides excellent opportunities for their communication skills and extends their vocabulary. There is, however scope to consider imaginative ways of organising resources so that even the youngest children can consistently access things of their choosing. Outings where children explore the local area and use the train to visit the pantomime help them understand the wider world. These are all excellent skills for their transfer into full-time school. The play environment is greatly stimulating both indoors and outdoors and toys and resources are carefully chosen through discussions with children and staff so that the environment provides constant stimulation and interest for the children. Children transfer from each room with ease as staff support them with great sensitivity. This ensures that children move into their new room gradually and at their own pace. Key persons stay with the child during the introductory visits and ensure children are confident in their new surroundings before the transfer becomes permanent.

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

The nursery is extremely safe and secure and all staff fully understand their roles and responsibilities with regard to child protection. Rigorous safeguarding procedures are fully implemented and safeguarding is placed very high on the agenda of all staff. For example, safeguarding is always discussed during staff meetings as a means of further driving forward improvements and ensuring children are fully safe during all nursery activities. Clear guidance about child protection procedures and relevant contact details are prominently displayed in the main entrance hall. This means that adults have easily accessible information should there be any child protection concerns. Staff supervise children during their activities extremely well and are extremely vigilant in identifying hazards taking meticulous care to reduce any risk of accident and injury to children. Strong and inspired leadership heads a skilled and dedicated staff team. The educational activities are rigorously monitored by a knowledgeable management team who drive forward high standards. There is a consistent drive towards excellence as nursery managers consistently use the opinions of staff, parents, children and outside agencies to ensure the service provided provides excellent support for all the children that attend. The manager supports a highly knowledgeable staff team and provides staff with clear guidance and direction. This enables staff to develop strong and effective teaching skills as

they are thoroughly supported. There are very robust recruitment procedures in place, which ensures that all staff are suitable to work with the children. Managers regularly observe staff interaction with the children and closely monitor and review their practice. In addition, planning and children's progress are monitored meticulously. This ensures that children's individual needs are carefully considered during all activities and enables children to make optimum progress in the nursery. Ongoing suitability is very well-promoted through regular appraisals and peer observations of staff practice and interaction with children. This further drives forward the high quality of learning and development for each child. Staff have plentiful opportunities to develop their professional expertise through training and support of their individual development. As a result, all staff are highly skilled practitioners and support children's learning extremely well.

The nursery networks extremely well with a variety of other early years settings local schools and other nurseries. As a result, this drives forward a wide range of improvements and enables staff to reflect on what they do and share ideas with other professionals. Staff are eager to implement new ideas, especially those gained through training and working with other professionals. In-house training sessions are regular and there is a strong emphasis placed on effective two-way communication between management and the staff team. As a result, knowledge and ideas are shared and used very effectively to improve and enhance performance. Parental views are welcomed and routinely used to help shape the provision and target improvements. For example, their comments regarding the effectiveness of the nursery are openly welcomed. Regular workshops that encourage parents to work alongside their child and learn about a specific area of their child's development are regularly provided. These provide parents with opportunities to understand more fully how their child learns in nursery. There is a genuine trust and respect for the close partnership with parents and parents feel that their children are immensely well-supported in the nursery. This successfully supports all aspects of children's welfare, learning and development. Information is openly shared with parents and ensures that all agreements and required information are obtained for their child. This enables the nursery to have a thorough understanding of each child's background. There is excellent support in place for children with special educational needs and/or disabilities as the nursery works closely with additional agencies to access the best possible support for each child. Outings to the pantomime and other social events actively include parents and provide additional opportunities for parents to see how their child learns and discuss their progress with their key person. There are regular parent consultation sessions and newsletters informing parents of any events in nursery and how they can effectively support their child. This enables them to be fully informed of their child's progress. Parents are invited to freely access their child's learning journal which ensures they are fully updated regarding their progress. A parents forum further extends their involvement in all aspects of decisions and improvements within the nursery. Close relationships and excellent partnerships with local schools enable teachers to visit the nursery and meet and observe children who will eventually move onto their school. This provides excellent continuity for children's learning and development. There are very effective means of communicating with other early years settings where children attend more than one setting. Staff regularly exchange valuable information with other settings and ensure that there is a strong continuity in children's care and learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

Unique reference number	EY221653
Local authority	Staffordshire
Inspection number	956320
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	36
Number of children on roll	94
Name of provider	Turtles Nurseries (Penkridge) Ltd
Date of previous inspection	01/09/2011
Telephone number	01785 716111

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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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