

# Turtles Day Nursery

C/O Portsmouth Rugby Club, Norway Road, Hilsea, Portsmouth, Hampshire, PO3 5HT



## Inspection date

12 May 2015

Previous inspection date

27 January 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The owner ensures the safe and smooth running of the nursery. Staff meet all requirements well. All those involved have a clear understanding of their responsibilities to look after children, protect them and provide a safe environment.
- The high number of well-qualified staff and effective organisation means all children, including those with additional needs, receive good support and progress well.
- Effective self-evaluation and the focus on improving the professional development of staff has helped leaders and managers maintain the nursery's good standards.
- Children form secure attachments with staff who care for their physical needs well, which provides a strong base for their learning.
- Staff provide an interesting range of activities and the right support for each child. They know the importance of developing children's communication and language skills. As a result, children make good progress from their starting points on entry to the nursery.
- Effective partnerships with parents, outside professionals and other early years providers, ensure that children's individual needs are met successfully. They are well prepared for the next stages in their learning now, and for when they go to school.

### It is not yet outstanding because:

- Babies and children just learning to walk have fewer opportunities to increase this skill independently when inside due to a lack of variation in equipment.
- Staff in the toddlers' room do not always have the very highest expectations of what toddlers can learn to do for themselves.

## What the setting needs to do to improve further

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

- keep a careful check on how well staff promote the youngest children's independence with regard to gaining walking skills and learning to manage their personal needs.

### Inspection activities

- The inspector observed staff teaching and children's activities, and viewed the play areas and resources.
- The inspector undertook two joint observations with the owner/manager.
- The inspector sampled a range of documentation including children's records, staff suitability and supervision records, records of complaints and safeguarding procedures.
- The inspector had discussions with the owner/manager, staff, and with children and parents to gain their views of the pre-school.
- The inspector discussed self-evaluation with the owner/manager, improvements made since the previous inspection and how staff work with other early years providers and parents, and deal with complaints.

### Inspector

Jacqueline Munden

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff provide a good balance of adult-led and child-initiated activities. This means children enjoy their play. Staff plan the environment well with good quality resources, so children can easily choose what to play with and use their own ideas. Older children enjoyed mixing sand and water as they played in the outdoor play kitchen and the toddlers investigated the textures of the various objects in baskets. Staff skilfully interact with children at all times. For example, staff get down to the babies' levels and gain eye contact when speaking to them. Those working with the two- to three-year-olds describe what children do as they do it, which increases their understanding and vocabularies. Children confidently used words to describe their actions as they dipped and smeared sponges in paint and then on paper. Older children are eager to take part in the special activities that staff provide. These help increase children's understanding of letter names and sounds. Many children write their names and have good mathematical skills. For example, they sort objects into size and colour groups and are beginning to add and subtract. Children gain useful skills for school. Parents are fully included in their children's learning and often borrow resources to help children continue learning at home.

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

Staff support children effectively when moving to the next nursery area, enabling children and parents to become familiar with the new staff and routines. Staff expect older children to take on responsibilities. They spread butter on crackers independently, pour their drinks and help to tidy away afterwards. Staff teach children about healthy foods and good hygiene routines. They continue to work with parents to provide healthy lunchboxes to promote healthy eating further. Children learn to keep safe by following safety routines. Management keeps appropriate records regarding children's health and informs parents of accidents.

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

The owner/manager follows robust systems and procedures when employing staff and provides effective supervision. She checks children's progress to ensure the educational programmes meets their needs, although checks are not sharply focused enough for the youngest children. Staff are well trained and use their new skills. For example, staff use signs to aid communication with children. They work well with parents to help them support their children's behaviour in a positive and consistent way. The owner has addressed recommendations from the previous inspection. This means staff prepare children well for school through more learning about letters.

## Setting details

<b>Unique reference number</b>	EY399947
<b>Local authority</b>	Portsmouth
<b>Inspection number</b>	831005
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	37
<b>Number of children on roll</b>	65
<b>Name of provider</b>	Sally Ann Robinson
<b>Date of previous inspection</b>	27 January 2011
<b>Telephone number</b>	02392 696901

Turtles Day Nursery registered in 2009. It operates from a building which is part of Portsmouth Rugby Club in Portsmouth, Hampshire. The nursery is open each weekday from 8am until 6pm, all year except for all public holidays. The nursery receives funding for the provision of free early education for children aged three- and four-years-old. There are 10 members of staff working with the children. The owner, who is also the manager, holds a foundation degree in early years. Of the remaining nine staff, eight hold recognised early years qualifications.

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