

Turtles Nursery

47 Dudley Court, 36 Endell Street, London, WC2H 9RF



Inspection date 17 August 2017
Previous inspection date 5 March 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Members of staff who are new to the setting, including the newly appointed manager, have not been inducted fully by the provider. This has an impact on the efficiency of some systems. In addition, it does not support the manager to lead the team confidently and implement effective and necessary changes in the nursery.
- Children who have special educational needs are not supported effectively to reach their full potential. Staff do not act on children's individual educational plans.
- Systems to monitor teaching are not fully effective and leaders have not successfully targeted all weaknesses in practice. There are inconsistencies in the quality of teaching, and children do not consistently make the best possible progress in their learning.
- On some occasions, the organisation of group sessions, daily routines and care tasks does not reflect the needs of all children.

It has the following strengths

- Partnerships with parents and other professionals are effective. Staff share relevant information with them about children's daily experiences and seek information about children's home lives, to provide consistency for children. Parents speak favourably about the staff and their care for the children.
- Children behave well and show kindness to each other. Staff act as positive role models for children, who learn to respect one another.
- Children explore their senses through a range of interesting activities. For example, they feel the texture of paint with their hands and explore sand outside in the garden.
- Staff support the youngest children well. They model language for them clearly and with enthusiasm to support them to express themselves.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ ensure all new staff are appropriately inducted and supported to fully understand all aspects of their role	07/09/2017
■ review and improve the implementation of plans to support children who have special educational needs, to help children reach their full potential.	07/09/2017

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

- strengthen the systems for monitoring staff practice to address inconsistencies in teaching and learning more promptly and help children to make the best possible progress
- review the organisation of groups activities, daily routines and care tasks, to fully support the needs of all children who attend.

Inspection activities

- The inspector observed staff's teaching practice and children's learning experiences, indoors and outdoors.
- The inspector spoke to parents to gain their views and experiences of the setting.
- The inspector spoke with children and staff at appropriate times during the inspection and held a meeting with the manager.
- The inspector carried out a joint observation with the manager.
- The inspector looked at a sample of children's learning records, staff observations and planning. In addition, she looked at a range of policies and documentation, such as the suitability of staff and the setting's safeguarding procedures.

Inspector

Shana Laffy/Liz Caluori

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Leaders and staff have a secure understanding of their role in child protection and know how to raise concerns should they be concerned about a child's welfare. Leaders implement robust procedures to keep children safe. Staff have access to some continuing professional development opportunities. However, procedures to observe staff's practice, and to ensure the quality of teaching remains high, are inconsistent. The induction procedures to fully equip senior staff with the knowledge to run the nursery efficiently and meet all requirements in the provider's absence are not effective. The newly appointed manager has begun to evaluate the effectiveness of the service. For example, she has identified that arrangements for assessment and monitoring children's progress need refining further to identify and close any gaps in learning. Due to her very recent appointment, the impact of new changes is not clear.

Quality of teaching, learning and assessment requires improvement

Staff plan some suitable activities for children. For example, older children excitedly explore how water travels down drainpipes outside. Staff provide opportunities for children to learn about the wider world and to develop their creativity. For example, staff provide a selection of materials that engage children in role play based on their own experiences. However, some planned routines do not take account of children's needs and interests. For example, group sessions do not fully engage toddlers. Staff struggle to capture their attention and children lose interest. Older children have opportunities to learn about how letters and sounds link together, and younger children enjoy singing. However, provision for children who have special educational needs is limited. Staff do not make the most of opportunities to extend children's language skills. Staff make some relevant observations of children's learning which are shared with parents.

Personal development, behaviour and welfare require improvement

Overall, children are happy and show they feel safe and secure. In general, children build trusting relationships with their key person and form bonds with familiar staff. However, individualised support for children who have special educational needs is not implemented well enough and staff do not consistently take opportunities to help ensure care routines fully meet children's needs. Staff help children to be active and plan activities which promote their physical skills. Staff provide balanced meal options and help children to learn about staying healthy. The environment is safe. Children are able to access resources themselves and make independent choices about what to use. Staff use effective systems for risk assessment to minimise any potential hazards for children.

Outcomes for children require improvement

Children investigate their surroundings and test out their ideas. Younger children begin to show an interest in books and negotiate space well on bicycles. Older children form friendships and use their problem-solving skills as they explore construction materials. However, due to inconsistencies in teaching and assessment, not all children make the progress they are capable of in preparation for moving on to school or future learning.

Setting details

Unique reference number	EY426082
Local authority	Camden
Inspection number	1094783
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 4
Total number of places	30
Number of children on roll	49
Name of registered person	Covent Garden Children's Nursery Ltd
Registered person unique reference number	RP907109
Date of previous inspection	5 March 2015
Telephone number	0207 240 8136

Turtles Nursery (formally Covent Garden Children's Nursery) registered in 2011 and is run by Covent Garden Children's Nursery Ltd. The nursery operates in the London Borough of Camden. The setting is open each weekday from 8am to 6pm, all year round. The nursery employs seven members of staff, of whom one holds a level 5 qualification, five hold a qualification at level 3, and one member of staff is unqualified. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children.

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