

Happy Turtles, Dymock

Ann Cam C E School, Bayfield Gardens, DYMOCK, Gloucestershire GL18 2BH



Inspection date	14 March 2019
Previous inspection date	15 July 2016

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

Summary of key findings for parents

This provision is good

- The manager and staff work as an effective team to create a warm, stimulating and welcoming environment. Children are encouraged to make independent choices and lead their own learning. Staff observe and join in appropriately to challenge and extend children's learning further. For example, staff support with ideas and suggestions as children collaborate to build a tower from a range of different sized cardboard tubes.
- The manager and staff evaluate the provision continually. They use a focused assessment system to help them identify improvements that will benefit children. They consider how they will put the changes in place and who will be involved.
- The manager has recently introduced a new system to help her and staff focus more sharply on individual children's progress. They use this information to provide a wide range of stimulating resources and activities that take account of children's interests. Staff provide an exemplary role model for children.
- Children enjoy their time at the pre-school. Their behaviour is excellent. They respond well to praise and encouragement from staff. Children's physical well-being is very well supported. All children have consistent access to the large garden area where they can develop their physical skills. Children also benefit from accessing the school hall and resources, including indoor mats and gym equipment.
- Staff form strong relationships with parents, who are highly complimentary about the care and experiences their children receive. Parents receive regular information about their children's learning and how this can be supported at home.
- On occasions, staff miss opportunities to support quieter children to be fully involved during group activities, to help extend their learning further.
- Children do not benefit from many opportunities to learn about diversity and the similarities and differences between themselves and those of others.

What the setting needs to do to improve further

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

- provide even more opportunities for quieter children to participate fully during group activities and discussions
- maximise opportunities for children to develop their understanding of other cultures and backgrounds of people in the community and wider world.

Inspection activities

- The inspector observed the quality of staff's interactions and teaching with children as they played inside and outside.
- The inspector held discussions with managers, staff and children at convenient times during the inspection.
- The inspector spoke to parents and considered their views.
- The inspector carried out a joint observation with the manager and discussed the findings with her.
- The inspector sampled a range of documentation, including children's assessment records, policies and procedures.

Inspector

Lin Harvey

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff use detailed risk assessments to maintain a safe and secure environment. They have a sound knowledge of safeguarding procedures. They are able to identify signs and symptoms which would concern them and are confident with reporting procedures. The owner and manager follow strong systems for the recruitment, supervision and monitoring of staff. The manager supports staff's professional development effectively. For instance, staff are encouraged to undertake early years qualifications and access a range of training opportunities to enable them to keep their knowledge up to date.

Quality of teaching, learning and assessment is good

The recent sharp focus on children's preferences in play enables staff to tune in well to children's play and interests. For example, staff offer suggestions as children decide to make dens and hiding places in the school hall. Staff support children's emerging language and communication skills well. For example, they ask interesting questions that encourage children to think and solve problems. The manager and staff have strong, effective relationships with a wide range of professionals to ensure continuity in children's care and support their developmental needs. Staff use additional funding effectively to help all children receive good support. All children progress well from their starting points.

Personal development, behaviour and welfare are good

Staff act as positive role models. They are caring and patient with children. Children listen to staff's gentle reminders about boundaries that are in place and confidently use a sand timer to help them take turns. Staff encourage children to be active and children enjoy spending their time outdoors. For example, they enjoy practising their ball skills with staff as they play in the rain. Staff use interesting ways to involve children in the routines of the pre-school. For example, they play a lively 'tidy away' song and encourage children to sing along as they help tidy away toys and resources ready for lunch.

Outcomes for children are good

Children make good progress with their development. Their language and communication skills are developing well. For instance, children actively take turns in conversation. They gain a range of skills in readiness for their next stage in learning and their move on to school. Children develop good listening skills. For example, they listen to instructions and enjoy completing actions and songs to familiar rhymes.

Setting details

Unique reference number	EY478396
Local authority	Gloucestershire
Inspection number	10076041
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 - 8
Total number of places	18
Number of children on roll	29
Name of registered person	Happy Turtles Ltd
Registered person unique reference number	RP533729
Date of previous inspection	15 July 2016
Telephone number	01531 890660

Happy Turtles, Dymock registered in 2014. The setting operates from Ann Cam Church of England Primary School in Dymock, Gloucestershire. The pre-school is open from 8am to 6pm, Monday to Friday, during term times only. The pre-school receives funding for free early education for children aged two, three and four years. The manager holds an early years qualification at level 3. She is supported by five members of staff. Of these, one has qualified teacher status, two hold early years qualifications at level 3, one holds a level 2 early years qualification and one is unqualified.

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