

# Happy Turtles Cinderford

Whimsey Industrial Estate, Steam Mills, Whimsey, Cinderford GL14 3JA

<b>Inspection date</b>	12 July 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of 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 is a provision that requires improvement

- The owner/manager has not ensured that staff carry out effective risk assessments to minimise minor accidents, particularly in the shared toddler and pre-school outdoor space. The hygiene arrangements for children's handwashing are not satisfactory.
- Staff do not provide consistent messages for children to help them understand expectations. For example, they allow some children to run about outdoors without shoes, but then tell others they must put them on; or they tell children it is time to put the toys away but then let some continue playing.
- Staff working with the babies do not make the best use of observations and assessments to support children's learning and development, and help them make the best progress possible.

### It has the following strengths

- The owner/manager and staff are building good relationships with parents. They regularly share information with parents about children's time at the setting. Children and parents feel valued and children develop confidence and self-esteem.
- Children have exciting environments to play and explore. They develop good physical skills using the soft-play equipment and exploring the activities outdoors.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure risk assessments minimise or eliminate potential hazards to provide safe and hygienic spaces for children to play and learn.	09/08/2019

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

- make sure staff provide consistent messages to help children understand what is expected of them, to support their learning, development and well-being
- improve baby room staff's use of observations and assessments for monitoring children's achievements, to help children make the best possible progress.

### Inspection activities

- The inspector observed the quality of teaching indoors and outdoors.
- The inspector considered the views of parents spoken to on the day of the inspection.
- The inspector carried out a joint observation with the assistant manager in the baby room.
- The inspector held a leadership and management meeting with the owner, assistant manager and deputy, and spoke with the staff and children at appropriate times during the inspection.
- The inspector looked at samples of paperwork, including risk assessments, policies and procedures, complaints, accident records and children's learning and development files and records.
- This inspection was carried out as a result of concerns notified to Ofsted.

### Inspector

Anita McKelvey

## Inspection findings

### Effectiveness of leadership and management requires improvement

The owner/manager and staff reflect on practice and provision. They use feedback from parents and children to make changes which have included toddlers and pre-school children using the large outdoor play space together. However, staff do not risk assess the area or supervise the children effectively. They miss children having disagreements over toys and do not think about the position or use of activities to minimise accidents. For example, they set out a tray of water on hard tarmac for children to play in, but do not help children to manage risks and consider what might happen if they slip or fall. The owner/manager monitors staff practice and skills. Arrangements for safeguarding are effective. Staff know how to respond to concerns about the welfare of a child.

### Quality of teaching, learning and assessment requires improvement

Staff know the children and provide different activities to support their learning and development. However, the quality of support is not consistent across the different age groups. Staff working with babies encourage them as they explore with pens. Although they talk about the colours of the pens, they miss opportunities to encourage children to name or match colours themselves. Outdoors, staff encourage the toddlers and pre-school children to play cooperatively. For example, staff help them build a house with wooden blocks. Children draw windows and doors with chalk on the blocks then work out how to fit them together, so they stand up. Older children enjoy racing games across the outdoor space. However, staff sometimes miss when children trip over or push others out of the way as they are engaged with other children.

### Personal development, behaviour and welfare require improvement

Arrangements for handwashing are not as strong as they could be to reduce the risk of infection. For instance, all toddlers and preschool children use the same towel for drying hands. Although staff check that pre-school children have washed their hands, as they went to the bathroom unaccompanied this is not checked fully. Lunch and snack times are arranged effectively. Children eat together, enjoy healthy choices of food and drink and join in with celebrations such as birthdays. Staff follow children's interests well and encourage them to show care for living things. Children enjoy feeding the pet tortoises and water the plants knowing that the water needs to be on the soil so the roots can 'drink it'.

### Outcomes for children require improvement

Children are not all making the best possible progress, especially in the baby room. Staff are not consistent in the way that they monitor and assess children's learning. Staff are starting to use new ways of planning which are not yet effective. Although staff in the baby room plan some appropriate steps for further learning, these are not always sufficiently focused or challenging to help children extend their learning and development. Managers and key persons help prepare children for the move to school. For example, they talk with parents and children about this and invite teachers to visit the setting to meet the children.

## Setting details

<b>Unique reference number</b>	EY552475
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	10114266
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	1 - 8
<b>Total number of places</b>	52
<b>Number of children on roll</b>	85
<b>Name of registered person</b>	Lunaland Ltd
<b>Registered person unique reference number</b>	RP552474
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01594 827654

Happy Turtles Cinderford registered in 2017 and is based in Cinderford, Gloucestershire. The nursery offers care from 7am to 6pm, Monday to Friday, for 51 weeks of the year, excluding bank holidays. The setting employs 13 staff who work with the children. Of these, two hold appropriate childcare qualifications at level 5, one holds level 4, eight hold level 3 and two hold level 2. The nursery is in receipt of funded early years education for two-, three- and four-year-old children.

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.

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