

Inspection of Tiny Turtles Preschool Paulsgrove

Paulsgrove Baptist Church, 1 Woofferton Road, Portsmouth, Hampshire PO6 4DW

Inspection date: 22 September 2021

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision is good

Staff have high expectations for all children. They understand what it is they want children to learn during their time at Tiny Turtles. Children learn to be independent from the earliest days at the setting. They put away their bags and coats when they arrive and pour their own drinks. Children confidently show their familiar adults where to find their dry clothes after an engaging water-play activity.

Children develop a sense of pride in their achievements, such as when they manage to open their crisp packets at lunch. Staff encourage children to develop friendships with their peers. They are positive role models for children and work effectively as a team to support children in the setting. Children learn to communicate with their peers and staff. All children develop effective forms of communication through spoken words or by using signs and gestures. This helps them to make their needs known.

Children enjoy outings to the local community. They go to see the horses in a nearby field and play on the physically challenging equipment at the park. Children benefit from learning about the wider world around them. They learn a good range of skills as they play. For example, turn taking and sharing will help them as they move on to the next stage in their education.

What does the early years setting do well and what does it need to do better?

- Staff recognise that children enjoy outdoor learning. They allow plenty of uninterrupted time for children to play and learn outdoors. Staff plan an exciting range of activities to engage children and support their learning. Children are self-motivated and fully explore the setting.
- Staff are consistent in their approach to teaching children the setting's boundaries. For example, children learn to sit down to eat and take turns on the climbing frame. This continuity helps them to feel safe and secure in the staff's attentive care.
- Children enjoy activities to support their mathematical development. They count, predict and compare as they play with 'counting bears'. Staff challenge children to further their mathematical knowledge by asking them thought-provoking questions. Children develop a deep understanding of early mathematics.
- Staff build on what children already know and can do. When children are confident in identifying colours, staff introduce them to shades and tones. Children enjoy exploring the concepts of colour in a wide range of fun ways, such as with dough and building blocks.
- Children take part in adult-led group activities to support their learning. They enjoy story time, listening activities and sorting activities. However, staff do not always consider the learning needs of all the children in groups. At times,

children are not engaged and their learning is not supported effectively.

- Staff know their key children well. They make time for unhurried, quality interactions when children first start at the setting. Staff support children's emotional well-being effectively.
- Children learn about making healthy choices and effective hygiene. They discuss with staff what to choose for their lunch and wash their hands before eating. Children develop an understanding of a healthy lifestyle.
- Staff support children to learn strategies to take turns and share resources. They suggest a turn-taking game. Staff use the opportunity to remind children of the names of their peers as they play. This helps children to make friends.
- The staff work well together. However, at times, the organisation of daily routines does not support all children effectively. Children can be disturbed and distracted by others, particularly during lunchtimes.
- Staff communicate well with each other. They are positive role models for children. Children behave well at the setting.
- Staff have good support from the management team to develop their skills. The manager knows how her staff learn best and is an effective role model to support their practice. The staff are continually developing and thinking of new ways to support the children they care for.
- Parents are involved with and engaged in their children's time at the setting. They know what their children are learning and how staff are supporting them. Parents are very positive about the care their children receive.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their roles and responsibilities towards children and promoting their well-being at all times. They know what procedures to follow if they have any concerns about children's welfare. Staff are confident to discuss child protection and a range of wider safeguarding issues, such as keeping children safe online. The manager has a robust procedure for recruitment and checking the ongoing suitability of staff. Staff use a range of tools effectively, such as risk assessments, to ensure the safety of the environment for children to play and learn in.

What does the setting need to do to improve?

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

- help staff to review the effectiveness of adult-led activities and ensure they meet the learning needs of all children
- support staff to reflect on the organisation of daily routines so that they support all children effectively.

Setting details

Unique reference number	EY561988
Local authority	Portsmouth
Inspection number	10194236
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	40
Number of children on roll	23
Name of registered person	Carr, Rebecca
Registered person unique reference number	RP901753
Telephone number	
Date of previous inspection	Not applicable

Information about this early years setting

Tiny Turtles Preschool Paulsgrove registered in 2018 and is part of a privately owned group of settings. The setting operates in Paulsgrove, Portsmouth. It opens Monday to Friday from 9am to 3pm during school term times only. There are five staff who work at the setting, all of whom have a recognised qualification at level 3 and above. The setting receives funding for free early years education for children aged two, three and four years.

Information about this inspection

Inspector

Emma Dean

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk and discussed the early years curriculum.
- The inspector carried out joint observations with the manager.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The manager showed the inspector documentation to demonstrate staff's suitability.
- The inspector spoke to staff and children at appropriate times during the inspection.
- Parents shared their views of the setting with the inspector.

We carried out this inspection 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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