

Inspection of Tiny Turtles Daycare

38 Kingfisher Close, Longsight, MANCHESTER M12 4PW

Inspection date: 7 October 2022

Overall effectiveness	Inadequate
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is inadequate

The safety and welfare of children are compromised in this nursery. Managers do not ensure that staff have the necessary safeguarding knowledge and understanding to keep children safe. Some staff do not have a strong knowledge of specific safeguarding issues, such as female genital mutilation. Furthermore, some staff are not clear on the full procedure to follow when an allegation of harm is made against a member of staff and what the whistle-blowing procedures are. This puts children at risk of harm. As part of staff induction, training managers do not ensure that staff have a strong understanding of the company's policy on whistle-blowing and safeguarding right at the start of their employment. This puts children's safety at risk because staff who are new to childcare demonstrate a weakness in their understanding of how to protect children from harm.

That said, children enter the setting happy and will seek out familiar adults throughout the day for cuddles and reassurance. Staff know the children well and can meet their individual needs, which parents also express is a strength of the nursery. The quality of education is good, and children make good progress from their starting points.

Babies engage in sensory experiences. Staff support them to explore different textures. Children in the room for two- to three-year-olds excitedly play on their indoor climbing frame, developing their understanding of managing their own risks. Children in the pre-school room demonstrate high levels of curiosity while exploring mathematical concepts of heavy and light by weighing different materials on scales.

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

- Some staff demonstrate a weakness in their understanding of child protection. They are not clear on the nursery policies and procedures that they need to follow to safeguard children. Staff are not clear on what to do if they are concerned and need to whistle-blow on a member of staff. This has a significant impact on the safety and well-being of the children because it could potentially put them at risk of harm.
- Managers have failed to ensure that staff who are new to the setting are able to carry out their role and responsibilities effectively. This is because training managers do not place significant importance on ensuring that staff are aware of the policies and procedures right at the start of their employment, as part of their induction training. This results in new staff not being able to demonstrate that they can safeguard children effectively.
- Overall, behaviour is managed well. Babies demonstrate high levels of engagement as they explore their environment. Staff in the pre-school room

have high expectations for children's behaviour. They have adapted their routine to support children's school readiness and to meet the individual needs of the children. This has had a positive impact on the children's behaviour in this room. However, in the room for two- to three-year-olds, some staff do not always explain to children why they are being praised or why some behaviour is not appropriate. This results in children not understanding how their behaviour affects themselves and others.

- Staff teach children about equality and diversity. For example, children in the pre-school room draw pictures of themselves and people close to them. They talk about similarities and differences and discuss their own characteristics that make them special. This helps children prepare for the world around them.
- Children are making good progress from their starting points. Staff know the children well and are clear about what they need to do to progress children further in their areas of development. Children with special educational needs and/or disabilities (SEND) are progressing well. Staff demonstrate a good understanding of how to assess children to ensure extra support is implemented early.
- Parents say that communication is strong and that the staff work hard to support their children's development. Staff have developed good relationships with parents and promote home learning. Staff send home autumn boxes with children to encourage parents to go on autumnal walks. Children take it in turns to take a teddy and a book home to help develop their language and a love of reading.
- The key-person system is effective. In the baby room in particular, staff adapt routines to meet the children's individual care needs. Children have formed strong bonds with staff, which makes them feel secure. However, the weakness in staff's knowledge of how to safeguard children have a significant impact on children's personal development because it puts children at risk of harm.

Safeguarding

The arrangements for safeguarding are not effective.

Some staff have a weak understanding of child protection issues and the procedures to follow to safeguard children. They do not have the necessary understanding of specific safeguarding issues. Furthermore, they are not clear about the correct procedure to follow when an allegation is made against a member of staff. This has a significant impact on children's safety. Managers ensure that children are adequately supervised. Daily risk assessments are carried out in the indoor and outdoor environments to ensure the premises are safe for children to explore.

What does the setting need to do to improve?

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

	Due date
ensure that staff have up-to-date knowledge and understanding of safeguarding, with particular regard to specific safeguarding issues, for example female genital mutilation	19/10/2022
ensure that staff have a strong knowledge and understanding of safeguarding procedures, particularly the whistle-blowing procedure and the correct process to follow in an event of an allegation being made against a member of staff	19/10/2022
ensure that staff induction training covers how to safeguard children so that staff are aware of the correct policies and procedures to follow as soon as they start working with children.	19/10/2022

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

- support staff further to manage children's behaviour in a way which supports children's understanding of regulating their own behaviour and the impact their behaviour may have on others.

Setting details

Unique reference number	EY543176
Local authority	Manchester
Inspection number	10257631
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	0 to 4
Total number of places	70
Number of children on roll	80
Name of registered person	Tiny Turtles Daycare Ltd
Registered person unique reference number	RP543175
Telephone number	07454113331
Date of previous inspection	30 November 2017

Information about this early years setting

Tiny Turtles Daycare registered in 2017. The nursery employs 20 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 3 and above. The nursery opens from Monday to Friday, all year round, with the exception of public holidays. Sessions are from 7am until 6pm. The nursery provides funded education for two- and three-year-old children.

Information about this inspection

Inspector

Joanne Valek

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector carried out joint observations of group activities with the managers.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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