

# Inspection of Turtles Day Nursery Limited

207 West Street, FAREHAM, Hampshire PO16 0EN

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Inspection date: 1 December 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## What is it like to attend this early years setting?

### The provision is good

Children are welcomed into a safe, bright and airy nursery. They enjoy positive relationships with adults who care for them. All staff across the rooms consistently ensure children are happy. Children confidently choose what they would like to play with. This demonstrates that they feel safe and secure. Babies eagerly join in with activities that are presented at a low level. They have opportunities to move their muscles as they crawl through tunnels and pull themselves up on furniture. Toddlers show delight as they run, jump and practise their large-muscle skills in the garden. Older children draw detailed pictures of their family with chalk and excitedly show staff what they have drawn. Children grow in confidence as they develop their physical skills.

Children are confident learners and behave well. For example, they use sign language as they play games and explore picture cards. They listen and wait for their friends to have a go. Children listen and know the routine of the day. For example, they help to tidy up with enthusiasm as they move on to their next activity. Children use good manners and remember to say 'please' and 'thank you'. Staff consistently use praise and encouragement to support children's good behaviour. This motivates children and helps them to understand clear expectations.

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

- The curriculum is ambitious. Children have fun as they make choices about what they would like to do throughout the day. For example, children select toys to play with and songs to sing. Staff provide a good balance of child-initiated and adult-led activities and experiences. The well-sequenced curriculum covers all areas of learning. Staff use effective strategies that help children reach their targets.
- Children take part in a range of stories, rhymes and songs throughout the nursery. Babies cuddle with staff as they explore books. Toddlers enjoy playing with musical instruments as they sing familiar nursery rhymes. Older children enjoy dancing. They join in with the actions and giggle among themselves as they try new moves. This helps children to develop a strong knowledge of stories, songs and rhymes.
- Children learn good hygiene routines and independence skills. For example, older babies drink from cups from an early age. They sit at low-level furniture and attempt to feed themselves. Toddlers try hard to put on their slippers and celebrate their success with staff. Pre-school children learn to follow good hygiene practice. They wipe their own nose and put the tissues in the bin. Staff encourage and praise children, promoting their confidence and self-esteem.
- The management team has a good understanding of what the setting does well

and what it needs to improve. Managers conduct regular supervisions and promote staff well-being. However, training to help staff improve their practice is not consistently effective because it is not always sharply focused on individual needs.

- Transitions for children are seamless. Staff share relevant information with local schools. The transition between age groups in the nursery works extremely well. Staff prepare children as they move through the nursery. For instance, toddlers receive kind and nurturing support as they explore the pre-school environment. Staff ensure that all children are familiar with the staff who work there. This helps all children achieve their full potential and prepare them for their next stage of learning, including school.
- Staff help babies and children to develop their communication skills. They talk to babies and encourage them to respond with babble and words. For example, babies copy words and actions that staff use. They experiment with their own sounds as they push mechanical toys. Older children engage in activities, such as making 'silly soup', as part of their literacy development. Staff talk to children about what they are doing and ask relevant questions. However, on occasion, children are not given enough time to answer the questions that staff ask. This means that children do not always have the opportunity to be able to think for themselves.
- Partnership with parents is good. Parents speak highly of the nursery and say their children are happy to attend. Good communication ensures parents know what their children can do and what they will be learning next.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff demonstrate a good knowledge of signs and symptoms which could indicate that a child is at risk of harm. They know how to make a referral if they have concerns about the welfare of a child. Staff are clear about the procedure they will follow if they have concerns about the conduct of a colleague. The owner and management team make sure that safer recruitment checks are carried out to ensure the ongoing suitability of staff working with children. The nursery is routinely checked to ensure the safety of children.

## What does the setting need to do to improve?

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

- enhance professional development opportunities so that staff receive focused and individual support to help improve their practice over time
- provide children with more time to respond to questions and think through their ideas to extend their learning even further.

## Setting details

<b>Unique reference number</b>	2598523
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10261989
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	46
<b>Number of children on roll</b>	46
<b>Name of registered person</b>	Turtles Day Nursery Limited
<b>Registered person unique reference number</b>	2598521
<b>Telephone number</b>	07747806645
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Turtles Day Nursery Limited is a day nursery in Fareham, Hampshire. The nursery operates all year round and is in receipt of free government funding for children aged two, three and four years. The manager/owner has a level 5 qualification in early years.

## Information about this inspection

### Inspector

Kelli Wiseman

## 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.
- The manager joined the inspector on a learning walk and talked about their curriculum and what they want children to learn.
- Children spoke to the inspector during the inspection.
- Staff spoke to the inspector during the inspection.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke to several parents during the inspection and took into account their views.
- The manager showed the inspector key documentation on request.

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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