

# Inspection of Tiny Turtles Daycare

38 Kingfisher Close, Longsight, MANCHESTER M12 4PW

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Inspection date: 14 February 2023

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Inadequate

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

### **The provision requires improvement**

Children's experiences in this nursery are, at times, inconsistent. There are inconsistencies in staff knowledge and understanding of how young children learn. Therefore, staff do not always plan activities that meet the children's individual needs or emerging interests. For example, at times children do not know what to do with the resources and staff do not always model or guide play. Staff do not always identify the children who are quieter and less confident and find ways to engage them. Therefore, some children play alone and do not get involved in the activities.

Despite these inconsistencies in practice, staff in all rooms are caring and attentive to children. Children are establishing good relationships with staff. This helps children to feel secure. Children are polite and use their manners well. They respond well to praise from staff during activities. This helps to support children's emotional well-being.

Leaders discuss the impact that the COVID-19 pandemic has had on the nursery and children's learning and development. They acknowledge that children are taking longer to settle into the nursery. Therefore, they have adapted their settling-in process. Consequently, children settle well.

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

- The new manager demonstrates ambition and the capacity to bring about positive change. She has a clear curriculum intent in place. However, this has not been fully embedded. Consequently, there are some inconsistencies in the quality of education and teaching across the nursery. Staff plan next steps in children's learning. However, at times some staff are unclear why these next steps are in place. Therefore, some children are not always making consistently good levels of progress.
- Children in the toddler room are ready for their next stage in learning. Staff in this room carefully consider what children need to learn next and plan purposeful activities which ignite children's curiosity. Therefore, children in this room show good levels of involvement and determination in their learning. However, this good practice is not always applied in the other rooms. Staff in the baby room and pre-school room do not always plan learning experiences that support children to develop their focus and attention skills.
- Staff in the toddler room manage routines well. However, these times are not managed as effectively in other rooms. For example, during times of transition, staff do not always plan to ensure children's learning and development is well supported. When children arrive while other children are eating lunch, they have little to do. Therefore, they are not engaged in meaningful play and learning.

- Children in the toddler room become immersed in a wealth of exciting learning opportunities. For example, children investigate different fruits, they have a go at cutting these themselves and then explore the different tastes. Staff are close by to support children and introduce lots of new language to enhance their growing vocabulary. However, some activities in the other rooms do not always allow children the chance to be creative and to lead their own learning. Therefore, children are not always making the consistently good levels of progress they are capable of.
- Staff support children's communication and language development through reading stories and singing songs. However, at times, some staff ask a lot of questions in quick succession. They do not always give children the time to think and answer. Therefore, some children's speech development is not always supported to the highest level.
- There is a trained and experienced special educational needs coordinator (SENCo) in place. The SENCo works closely with leaders to ensure that children with special educational needs and/or disabilities are referred to other professionals promptly. The SENCo knows the children well. However, at times some staff do not effectively support children's individual needs. Therefore, some children are not engaged in experiences that enhance their learning.
- The new manager demonstrates a good knowledge and understanding of child development. She has a secure intent for improving the outcomes of children. Staff have access to training courses and their knowledge is tested by leaders. However, training is not always embedded in practice. Consequently, there are inconsistencies in the quality of education and teaching throughout the nursery.
- Partnerships with parents are secure in this nursery. Staff provide parents with regular feedback about their children's time in nursery. They offer parents support on how they can continue to promote their children's development at home. This supports children's continuity in learning.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and staff have a secure knowledge and understanding of safeguarding. They are aware of the potential signs and symptoms of abuse and how to correctly report concerns about the welfare of children. Leaders and staff carry out risk assessments and daily checks of the environment to ensure that it is safe for children. Staff are trained in paediatric first aid and demonstrate that they have a good knowledge and understanding of how to administer first aid and report this correctly to parents, in line with the nursery policy.

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

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
ensure the curriculum considers the individual needs, interests, and development of each child and use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development	31/03/2023
ensure arrangements for supervision provide support, coaching and training for the staff and promotes the interests of children.	31/03/2023

## Setting details

<b>Unique reference number</b>	EY543176
<b>Local authority</b>	Manchester
<b>Inspection number</b>	10218148
<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 at time of inspection</b>	0 to 11
<b>Total number of places</b>	70
<b>Number of children on roll</b>	75
<b>Name of registered person</b>	Tiny Turtles Daycare Ltd
<b>Registered person unique reference number</b>	RP543175
<b>Telephone number</b>	07454113331
<b>Date of previous inspection</b>	7 October 2022

## Information about this early years setting

Tiny Turtles Daycare registered in 2017. The nursery employs 14 members of childcare staff. Of these, one holds an early years qualification at level 5, two at level 4, four at level 3 and two at level 2. 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

Suzanne Fenwick

## Inspection activities

- The inspector discussed any continued 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 together of all areas of the nursery and discussed the early years curriculum.
- Children spoke with the inspector during the inspection.
- 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 special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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