

Inspection of Tiny Turtles Daycare

21 Hamilton Square, Stockport SK4 1JG

Inspection date: 26 May 2023

Overall effectiveness	Inadequate
The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Leaders and managers do not ensure that the staffing arrangements at the nursery meet minimum requirements for staff qualifications. For example, the baby room is staffed by one qualified practitioner and a recently recruited trainee, who is unqualified and inexperienced. Leaders do not support staff effectively. This compromises children's safety. Managers do not make sure that staff organise outdoor activities every day. This means that children do not get the fresh air and exercise that promotes their healthy development.

Managers do not have the skills and knowledge that they need to implement the learning and development requirements to a good standard. They do not identify the widespread and significant weaknesses in the curriculum. For example, they observe activities without noticing that the learning intentions are imprecise and inappropriate for the children's stage of development. This results in learning that is poorly sequenced and children do not make good progress. The inaccurate feedback that staff receive does not promote continuous improvement in their professional skills and knowledge. This further hinders children's development.

Overall, children show that they feel secure in the care of the friendly and approachable staff. However, the poor curriculum does not help children to behave well and develop a positive attitude to learning. For example, pre-school children sometimes rush to complete mundane activities that are badly matched to what they need to learn next. Then they run around the room and seek out more interesting, self-initiated things to do.

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

- Management and staffing arrangements do not promote children's welfare and education. The room-based deputy manager and a trainee practitioner, who is unqualified, work together in the toddler room. However, there are days when the deputy manager is also in overall charge of the nursery. This places huge demands on her role as the only person in charge. It also compromises the already inadequate staffing arrangements in the toddler room. This does not promote children's safety and well-being.
- Staff often organise outings for the pre-school children. For example, they go to the supermarket next door or walk to the nearby play park. However, they do not go outdoors every day. Babies and toddlers have fewer outings than pre-school children. During the week of the inspection visit, the toddlers had only been outdoors on one occasion. This is detrimental to their overall development and well-being.
- Managers do not identify the strengths and weaknesses of staff's practice. This means that they cannot plan a training and development programme that helps

staff to develop their skills. This has a direct and negative impact on children's education, because their learning is not planned well enough. Managers fail to identify this significant weakness. Their capacity to improve the quality of education is not established.

- The sequencing of children's learning is weak. Staff plan copy writing tasks for children, who do not have enough strength and dexterity in their fingers and hands. Children's failure to complete the tasks does not help them to develop a positive attitude to early literacy. Pre-school staff describe their intention to teach children to use knives to push food onto forks. However, at lunchtime, they only provide children with a fork. This demonstrates that although staff sometimes describe appropriate learning intentions, they do not implement them consistently. The impact, in this particular instance, is that children do not learn to use a knife and fork at nursery before they start school.
- The poor curriculum is starkly evident in the communication and language programme. When babies show interest in a toy, staff are kind and attentive but do not tell the babies what the toy is called. Toddlers learn to name the sounds of the alphabet during daily adult-directed sessions. This does not help them to acquire the words they need to deepen their interests and express their thinking. Weaknesses in teaching hinder children of all ages from developing the widest possible vocabulary.
- Babies move freely about the floor and younger babies have plenty of tummy time. Pre-school children demonstrate confidence and agility when they use the equipment at the play park. This helps to promote children's core strength and independence as they grow.
- Staff follow children's care routines and share information with parents. For example, when babies and toddlers are asleep, staff update the online app every 10 minutes. This reassures parents that staff are checking the children are safe as they sleep.

Safeguarding

The arrangements for safeguarding are not effective.

Weaknesses in leadership and management mean that children's safety and welfare are not assured. Staffing arrangements do not meet legal requirements. For example, leaders include inexperienced staff in the adult-to-child ratios in the baby room, which puts babies' safety at risk. None of the children experience daily outdoor activities. Some children, including those who attend nursery full time, rarely go outside. This means that an essential aspect of children's healthy development is routinely neglected. Despite weaknesses, managers demonstrate knowledge of local safeguarding arrangements. They seek timely advice when they have concerns that children may be subject to abuse or neglect. Staff know who to tell if they feel that a colleague is behaving inappropriately towards children.

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 the proportion of qualified staff who are working directly with children always meets legal requirements	16/06/2023
ensure that outdoor activities for all children are planned and taken on a daily basis	16/06/2023
implement an effective system for supervising managers and staff, that leads to continuous improvement in the quality of their practice	16/06/2023
improve managers' and staff's knowledge and understanding of the learning and development requirements, in order that the curriculum is well sequenced and promotes children's good progress	16/06/2023
improve managers' and staff's knowledge and understanding of children's language development, in order to ensure that activities and interactions help children to extend their meaningful vocabulary.	16/06/2023

Setting details

Unique reference number	2710924
Local authority	Stockport
Inspection number	10289658
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	35
Name of registered person	Tiny Turtles Daycare Ltd
Registered person unique reference number	RP543175
Telephone number	07454113331
Date of previous inspection	Not applicable

Information about this early years setting

Tiny Turtles Daycare registered in 2022. The nursery employs eight members of childcare staff. Of these, two hold qualifications at level 5 and three hold qualifications at level 3. The nursery opens from Monday to Friday, all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Susan King

Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- The nursery manager, the deputy nursery manager and the inspector completed a learning walk of the nursery.
- The nursery manager and the inspector conducted a joint observation of practice. They discussed the quality of teaching that they saw.
- Meetings took place at appropriate times between the inspector, the nursery manager and the deputy nursery manager. This included a leadership and management meeting attended by a local authority early years consultant.
- The inspector spoke with staff and children during the inspection. She spoke with parents and has taken account of their views.
- Examples of documentation were sampled and reviewed by the inspector. She checked 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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