

Inspection of Tiny Turtles Daycare

21 Hamilton Square, Stockport SK4 1JG

Inspection date:

15 November 2023

Overall effectiveness

Requires improvement

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

The dedicated management team has started to implement a curriculum that prepares children for the next stages of learning. However, some staff are unsure of what leaders intend children to learn and how to consistently implement this. As a result, the quality of education varies. Too often children engage in their own self-chosen play. Children do not make the progress they are capable of in some aspects of their development. For example, communication and language and independence.

The provision for physical development is stronger. Older children balance and show their agility as staff provide opportunities for them to develop coordination. Children proudly show off their physical skills. They are determined to reach the end of the wood and tyre bridge, confidently letting go of staff's hand to walk steadily by themselves. Babies develop core strength and enjoy 'tummy time'. Staff help them to use equipment to pull themselves up. Babies who are capable, are supported to climb the steps on the small slide and slide down with delight.

Cheerful staff greet children at the door with a beaming smile. Staff nurture children and use what they know about them to personalise their care and routines. For example, staff soothe babies to sleep by playing a favourite musical instrument to relax them. Children show through their happy faces and positive interactions with others, that they are settled and secure.

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

- During the inspection, staff failed to ensure that the baby room temperature was suitably maintained. The provider was aware that the radiator was broken and had placed a fan heater in the room as a temporary measure. However, although staff commented that the room was cold, they failed to take any additional action to rectify the situation until this was raised by the inspector. The temperature of the room, particularly on the floor where babies spend the most time was uncomfortable.
- Children receive the help needed if gaps in their development are identified. The management team and staff make any necessary referrals. The special educational needs coordinator assists staff to implement strategies agreed by external professionals. As a result, children with additional needs receive timely and carefully targeted support. This helps them to make progress from the skills that they start with.
- Staff professional development is not precise enough. Leaders recognise the need to further support staff and ensure that the curriculum intent is known and consistently implemented. That said, staff receive required training. They use an online training platform and choose additional courses that interest them. Staff

say they are happy at work. They enjoy their roles and feel part of an evolving team. Together they are working hard to improve the care and education provided to local families.

- Some staff lack confidence which affects their ability to extend children's learning and focus on what they need to learn now. Activities such as sensory water play with citrus fruit, is enjoyed by children. However, these activities lack purpose and clear intent. Lunchtimes are not used effectively to encourage older children's independence and self-care skills, despite this being a key focus for the curriculum. Staff do not provide cutlery for some children. At other times, they provide children with unsuitable utensils, which means children are unable to feed themselves without using their hands. Children are not prepared well enough in readiness for school.
- The management team's vision to help children to 'feel comfortable in their own shell', shines throughout this nursery. Staff take time to get to know children. Settling-in sessions are well planned and help to ease children into the nursery. New children eagerly bound in as they arrive. They know the routine well as they greet Tiny Tim, the pet tortoise. Effective methods to help children to feel settled mean that they often do not want to leave at the end of the day.
- Parent partnership is valued and encouraged. Parents receive frequent updates about their children's time at the nursery. Parents are able to contribute towards their children's learning. Parents attend events, such as stay-and-play sessions and staff advise them of activities to do at home. This joined-up approach helps to provide consistency in supporting children's development and care. Working with parents is a strength of this nursery.
- Some staff do not effectively support children's communication, including children who speak English as an additional language. At times, interactions are limited. When words are spoken, they are often pronounced incorrectly, such as 'tatoes' and 'choo-choo'. This does not help children to develop good speaking skills. However, some staff have been trained in communication strategies and when these are adopted, children are asked meaningful questions. Children are exposed to some rich language. For example, staff teach children the names of small insects during a bug hunt outdoors.
- Overall, children are helped to understand routines. Children are asked to tidy up and placemats are put onto tables to indicate it is time to eat. Children know what will happen next. For example, staff show them a nappy and ask them if they are happy to be changed. Children are valued and are learning some expected behaviours.

Safeguarding

The arrangements for safeguarding are effective.

The management team ensures that staff understand their role and responsibility to keep children safe. Child protection training is completed by all staff. This helps to equip them with the knowledge needed to take action if they are concerned about a child or the behaviour of a colleague. Staff teach children about health and safety. For example, staff explain why they wear aprons during some routines.

They tell children that gloves are to protect food from germs when they are serving lunch. The premises are secure. Staff explain the drop-off and collection procedure to parents who know to wait in the reception area. This procedure has continued since the pandemic and helps to ensure that access to the nursery rooms is restricted. Children are well-protected.

What does the setting need to do to improve?

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

	Due date
improve staff professional development so they are all aware of and are able to implement a focused and challenging curriculum, that builds on what individual children know and can do.	15/12/2023

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

- monitor the effectiveness of the new curriculum to ensure it is ambitious and well sequenced with a clear intent for what children will learn
- help staff to support children's communication and language more consistently
- monitor room temperatures and ensure a comfortable temperature is maintained.

Setting details

Unique reference number	2710924
Local authority	Stockport
Inspection number	10301867
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 3
Total number of places	70
Number of children on roll	23
Name of registered person	Tiny Turtles Daycare Ltd
Registered person unique reference number	RP543175
Telephone number	07454113331
Date of previous inspection	26 May 2023

Information about this early years setting

Tiny Turtles Daycare registered in 2022. The nursery employs 10 members of childcare staff. Of these, two hold qualifications at level 5 and four hold qualifications at level 3. The nursery opens from Monday to Friday, all year round. Sessions are from 7am until 6pm.

Information about this inspection

Inspector

Layla Davies

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- Leaders took the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector observed the quality of education and assessed the impact that this was having on the children's learning.
- Parents shared their views with the inspector.
- The inspector held discussions with the management team and staff and spoke with children at appropriate times.
- The inspector reviewed evidence of staff suitability checks and qualifications.
- The inspector carried out a joint observations with the manager.

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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