

Inspection of Tiny Turtles Daycare

38 Kingfisher Close, Longsight, MANCHESTER M12 4PW

Inspection date: 15 January 2024

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

What is it like to attend this early years setting?

The provision is good

Staff support children to settle quickly in this nursery. This helps children to build their confidence and self-esteem. Children are happy and content in this welcoming nursery. Nurturing staff help children to gently drift off to sleep at nap time, and children show they feel safe as they seek cuddles from staff during the day. The capable staff team supports children of all ages to develop strong communication and language skills. Small and large physical skills are taught to children to prepare them for the next stages in their development. Babies are encouraged to reach for objects of interest and congratulated when they pull themselves up to stand. Toddlers and pre-schoolers are taught how to competently use scissors. They further develop the muscles in their hands through activities using pipettes or when playing with dough. Staff help children to learn the importance of treating each other with respect. The success of this is seen in the positive and caring relationships between children. For example, children proactively hand out cutlery to their friends at lunchtime. On approaching ongoing activities, they ask, 'Can I join in please?' and get a chair for their friend.

Staff provide children with a wealth of experiences in the local area. This helps children to develop an understanding of the community in which they live. Children learn about early scientific concepts on trips to museums. They also experience exciting and challenging outdoor play at local parks, which helps develop their physical skills and awareness of nature. Children delight in the learning experiences offered by the nursery, particularly those that ignite their senses. For example, children explore scents, tastes and texture as they create potions from fruits and herbs, using newly learned vocabulary independently and in context.

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

- Significant improvements have been made since the previous inspection in relation to the quality of education children receive. Leaders now ensure that the curriculum considers the individual needs, interests and development of each child. They use this information to plan challenging and enjoyable experiences for all children in all areas of learning and development. As a result, all children are achieving well and are very well prepared for their eventual move to school.
- Since the previous inspection, leaders have worked hard to strengthen staff supervisions. Staff now receive support, coaching and training. Staff talk about the frequent supportive meetings they take part in and the difference they have made to their practice. Staff explain, and demonstrate in their practice, how they now share leaders' understanding of the intended curriculum. They explain how their own knowledge and skill sets have improved markedly over the past year. This means that they can effectively implement the nursery's aspirational curriculum. As a result, children are now making consistently good levels of

progress in their learning.

- Staff manage children's behaviour in a way which supports them to regulate their own behaviour. Staff help children to understand the impact their behaviour may have on others. Consequently, the nursery environment is calm and industrious. Children are happy and engaged in their learning and disagreements are rare. Staff really challenge children to develop their skills in sharing and turn-taking during planned activities. For example, at times, the availability of resources is intentionally reduced. This is so children can use their skills of cooperation and patience and implement their ability to regulate their emotions.
- Overall, children's personal development is supported well. Babies are encouraged to explore, select their own toys, and feed themselves during mealtimes. Toddlers and pre-school children are given the opportunity to be creative in their play. They also demonstrate the skills they have learned, such as being confident during challenging outdoor play as they jump, climb and balance. However, there are instances where some staff do not consistently give children the chance to do things for themselves. For example, some children do not have the opportunity to take off their own coats or serve their own food and drinks. This limits children's chances to practically apply skills they learn through their play.
- Staff have developed strong partnerships with parents. They seek information from parents to ensure that children's cultural heritage is celebrated by being embedded with real meaning in the curriculum. Parents talk about the detailed information shared with them about how children progress in their learning. They also praise the extensive ideas shared with them by staff to help them continue children's learning at home.
- Staff have developed their understanding of how to support children as they build the foundations of early speech. Therefore, all children, including those who speak English as an additional language, make impressive progress in their communication and language from their starting points.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- help staff understand how to consistently support children to continually build on their independence skills.

Setting details

Unique reference number	EY543176
Local authority	Manchester
Inspection number	10283139
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 11
Total number of places	70
Number of children on roll	75
Name of registered person	Tiny Turtles Daycare Ltd
Registered person unique reference number	RP543175
Telephone number	07454113331
Date of previous inspection	14 February 2023

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 hold a qualification 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 to 6pm. The nursery provides funded education for two- and three-year-old children.

Information about this inspection

Inspector

Richard Sutcliffe

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, area manager and provider 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 spoke to children to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The manager and the inspector carried out a joint observation of a planned activity.
- Parents shared their views of the setting with the inspector.
- The manager and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.

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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