



## Trinity Childcare

Inspection report for early years provision

<b>Unique Reference Number</b>	322079
<b>Inspection date</b>	17 August 2006
<b>Inspector</b>	Paula Fretwell
<b>Setting Address</b>	Trinity Centre, Church Street, Ossett, W.Yorks, WF5 9DW
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<b>Registered person</b>	Trinity Childcare
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Out of School care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Trinity Nursery opened in 1990 and provides full day care for the local community. It is managed by a committee, often referred to as Trinity Childcare. It is situated in Ossett, on the outskirts of Wakefield.

Care takes place in the Trinity Centre building, within the grounds of the Holy Trinity Church. Children have access to an open plan room, a spacious hall, toilet facilities and an outdoor play area. The centre provides before and after school care.

The nursery has 30 children currently on roll, consisting of five children in receipt of funding. The setting welcomes children with special educational needs and those who are learning English as an additional language.

The setting is open from 08.00 to 18.00 Monday to Friday, throughout the year, closing only for Bank Holidays, and during the Christmas and New Year festivals.

There are seven members of staff who work with the children, on a full or part-time basis. A designated cook is available to prepare the children's meals. All of the staff hold recognised qualifications in childcare and early years education. They receive support from the local authority advisory teacher. The nursery is affiliated to the Pre-School Learning Alliance.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children's good health is suitably promoted through a range of consistent hygienic practices. Areas that children use frequently, such as the bathroom, are regularly cleaned and surfaces are wiped down to prevent the risk of cross infection. Children know when they need to wash their hands and what might happen if germs get into their tummies, and gentle reminders from practitioners help to reinforce their understanding of personal hygiene. The policy on sickness is shared with parents; children do not attend the setting if they are unwell or infectious and this helps to protect the health of others. Accidents to children and details of any medication given are promptly recorded and information is shared with parents.

Children have a good understanding about healthy eating and they enthusiastically join in with mealtimes. Practitioners sit and eat with the children which promotes their social skills through effective role modelling, and mealtimes are relaxed and social occasions. A detailed risk assessment illustrates how food is safely handled and prepared. Children discuss their likes and dislikes and know what foods are good for them. For example, they talk about their favourite fruits at snack time. Practitioners and the nursery cook communicate well and have a very clear understanding of children's special dietary needs and this is clearly listed for reference. Children have regular drinks at snack times but they do not freely access drinks during the session, although they may ask for one at any time.

Children benefit from regular physical exercise through play indoors and outside. They freely access the outdoor areas and choose from a wide range of physical challenges, which practitioners encourage further. For example, children are encouraged to do star jumps and use the play equipment. Children are aware of their own physical needs and they know they can have a sleep or a rest if they need to. They notice the effect that exercise has on their bodies, such as when they are sweating and they say 'Running fast has made my hair wet'.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

The environment is safe, secure and welcoming to children. Children's security is given high priority and practitioners supervise them closely. Access to the building is carefully monitored through a television screen and only authorised adults may collect the children. Children enjoy choosing their own activities and they safely move around the play areas to access the range of good quality resources. All equipment is used appropriately as staff join in with children's play and supervise its use.

Many good precautions are in place to make sure children are safe and staff talk to them about safety as everyday opportunities arise. For example, children are reminded to take care when using scissors and children understand that this is 'So we don't cut our fingers'. Children's awareness of staying safe is promoted through activities and visitors to the nursery, such as the fire officer and road safety officer. Simple stories, such as 'Teddy takes a tumble' help children to understand the importance of wearing seat belts. A safety checklist is used for all potential hazards and these areas are risk assessed to ensure children's safety. Children are aware of what to do in the event of a fire and they practise fire drills every three months. Some children understand how to stay safe in the sun as they talk about whether it feels hot enough outside to wear a sun hat.

Practitioners ensure children are safeguarded as they are aware of child protection issues through recent training. However, the child protection policy and procedure does not clearly state the appropriate steps to follow in the event of a concern or allegation, in line with the Local Safeguarding Children Board's procedures.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children enjoy their time in the setting and they have fun. They have very positive relationships with each other and with practitioners. Children are secure in the routine of the day and know what to expect next. For example, they say 'After tidy up time my mummy will come' and 'When we have eaten our toast we can play out'. Children engage in purposeful play either in the group or individually and practitioners ensure that they all receive high levels of attention. A wide range of interesting activities enables all children to learn through play. Children are encouraged to share and play together through good role modelling and positive examples set by staff.

#### **Nursery Education**

The quality of teaching and learning is good. Practitioners have suitable knowledge of the Foundation Stage and the stepping stones to children's learning and they provide opportunities for children's development across all six areas of learning. Practitioners are very skilled in their interaction with children, which promotes their development well. Good questioning techniques, such as asking open questions, are used to encourage children to think and extend their learning within all activities.

Activities are well planned and evaluated and they take into account the abilities of all the children. Practitioners observe children closely, record their progress and use

information from their observations to assist with future planning. Children confidently access all play areas and they have sufficient challenges to support their learning.

Children are making good progress through the stepping stones in all the areas of learning and their learning needs are extended effectively. Children's personal, social and emotional development is fostered well; children are sociable, confident and independent in the daily routine and in their own self-care. They communicate very well to make their needs known. They make good relationships with each other and seek out peers or adults to join in their play.

Children's communication, language and literacy is well promoted. They have increasing vocabulary and can describe things clearly. Children initiate conversations, use complex sentences and are confident when acting out characters in a rhyme, such as 'Five little monkeys'. Children sing spontaneously in their play and join in enthusiastically with a wide range of songs and rhymes. Children are learning about letters and letter sounds, and they confidently demonstrate how they can identify letters in their own name and in other words. They are learning to recognise simple text and some children can identify their own name or that of their friends. Children handle books very well and attempt to read a story to their friends, turning the pages and using the pictures to make the story. Children enjoy hearing stories and listen attentively to practitioners or visiting storytellers.

Children's mathematical development is good. They can count, sort and match objects well. They recognise numerals, shapes and sizes, and they use mathematical language in their play, such as 'Will you sit next to me?' and 'What is that blue button in the middle for?' Children understand that numbers have meaning and talk about how old they are, such as 'I'm three, then after that I'll be four'. Some children can count beyond 10 and demonstrate this as they count their footsteps to the bathroom. Children practise number rhymes to help them learn about simple addition and subtraction. Children can solve simple mathematical problems, such as when deciding how many children can fit round the snack table.

Children are making sufficient progress as they learn about the world around them. They notice changes when doing activities, such as painting outside with water; 'How fast will the sun dry my painting?' Children learn about living things and observe changes, such as caterpillars to butterflies. Children are curious to know how things work, although they have limited opportunities to find out about the uses of everyday technology. Children are very aware of time and discuss events past, present and future. For example: 'My baby was coming in August and now it's here'; 'I'm going on holiday to the seaside. It's six miles and that's a very long way'; and 'I went to Spain when I was a baby'. They are beginning to understand seasons, months and the days of the week and they make predictions about the weather.

Children's physical skills are increasing as they begin to control small equipment, such as knives, forks, scissors and clothes fastenings. They are aware of their own physical needs, such as when they need a rest or to have a drink. Children have independent access to the outdoor area and they enjoy regular outdoor opportunities to show how they can run fast, hop, jump, balance and use large and small balls for throwing, catching and kicking.

Children use their imaginations very well. They become engrossed in role play at times and enjoy resources, such as the tent for their camping holiday. Children show their creative skills as they enjoy acting out a variety of rhymes. For example, they use props to act the parts of 'Five elephants went out to play' and 'Five little monkeys and the crocodile'. Children enjoy using the art and craft area; they make masks and act out the part of a lion like the one in their story and they enjoy scaring the adults around them with their fierce growls.

### **Helping children make a positive contribution**

The provision is good.

Partnership with parents and carers is good. All children's needs are discussed with their parents and everyone is valued, respected and welcome in the setting. Parents are very happy with the level of information they receive about their children's care and education. Information about the early learning goals is given to parents of children who receive funded nursery education and this is displayed within the room. Regular verbal and written information keeps parents up to date about activities so they are involved in their child's time at nursery. Parents know they can access their child's file at their request and discuss their progress with their child's key person. They enjoy receiving regular newsletters and their child's file of work after each topic.

Children's spiritual, moral, social and cultural development is fostered. Children behave very well; they listen to practitioners and show good manners and respect for one another. Successful strategies are used to promote positive behaviour, and children develop confidence through consistent praise and encouragement given to them. Children enjoy being awarded stickers for good behaviour, such as eating their fruit. Staff show respect for all the children and speak calmly with them if minor disputes occur, which helps children to resolve any issues in a positive way.

Children are encouraged to learn about themselves and others through many positive images in books, resources and activities. For example, children understand some basic Makaton sign language and they know why this is sometimes used. Activities, such as a visiting workshop with puppets of differing abilities, help children understand the needs of others. Different cultural festivals are acknowledged and a detailed equal opportunities policy supports the setting's practice. Children with learning difficulties and disabilities are well supported; their individual needs are met very well and practitioners liaise with parents and other agencies to promote their development.

### **Organisation**

The organisation is good.

The leadership and management of the setting is good. Strengths and weaknesses are identified appropriately and there are systems in place for monitoring the effectiveness of the provision. The manager is very involved in the day-to-day care of the children. Appropriate recruitment and vetting procedures are in place and clearly understood to ensure children are well protected. An induction policy and procedure

is implemented for staff to ensure they are aware of the requirements of their role. Staff training needs are identified and all staff have a clear commitment to their own professional development, which enhances the care for the children. The setting works well with the advisory teacher from the local authority to towards promoting quality in the nursery education.

Policies and procedures mostly reflect the current practice of the nursery and staff are aware of these. Documentation is in place and supports the running of the nursery, although there is no written parental consent to seek emergency medical treatment or advice should this be necessary. Staff work very well as a team and communicate effectively with each other to share the responsibility for the children's care within the nursery. They exchange useful information which helps to ensure children's individual needs are met, such as passing on messages from parents and discussing ideas for play and activities. Staff to child ratios are satisfactorily maintained throughout the provision.

Overall the provision meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

At the last care inspection the provider was asked to develop risk assessments and the nappy changing procedure to support the existing practice. This has been done and all systems are in place to ensure children's safety and well-being.

The last education inspection raised three key issues for the provider: to improve curriculum planning; to make regular assessments of the strengths and weaknesses of the provision; and to provide children with opportunities to use technology. Most of these issues have been addressed or are ongoing to enhance the education provision, although children's opportunities to use everyday technology remains an area for improvement at this inspection.

### **Complaints since the last inspection**

There are no complaints to report. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.
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The quality and standards of the nursery education are good.
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## WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- revise the child protection policy to clearly show the procedure to be followed in the event of a concern or allegation of abuse, in line with the Local Safeguarding Children Board's procedures
- obtain written parental permission to seek emergency medical advice or treatment.

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- extend the programme for knowledge and understanding of the world so that children have opportunities to find out and identify uses of everyday technology.

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