

Trinity Corner Private Nursery

Inspection report for early years provision

Unique Reference Number	311876
Inspection date	17 July 2007
Inspector	Jayne Utting
Setting Address	106 Rawling Road, Bensham, Gateshead, Tyne and Wear, NE8 4QR
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Registered person	Barbara Gerits
Type of inspection	Integrated
Type of care	Full day 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.

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?

Registered in 1997, Trinity Corner Private Nursery is located in the Bensham area of Gateshead. The building is a former church on a residential street. The nursery comprises of two floors. On the ground floor are two sectioned areas in the large hall and a small room at the top of this area. These areas are used by two age groups of children: pre-school and toddlers. On the first floor are the baby unit and a separate nappy changing area. There are toilets located near to the entrance, staff accompany children if they wish to use these.

Outdoor space is not accessed directly from the nursery premises. The play area is located adjacent to the building, children use the front door and walk along the street, supervised by staff. The times that children are allowed to access this area is on a limited basis as it is not owned by the nursery.

The nursery is registered to care for 66 children and has 80 currently on roll, 21 of whom are in receipt of nursery education funding.

The nursery is open from 07:30-18:00 all year round, except public holidays and between Christmas and New Year. Children from all areas can attend the nursery. The nursery receives support from an advisory teacher from the Local Authority on a regular basis.

A manager is in place and there is a senior nursery nurse in each of the age groups. There are 11 staff working with the children; all except two members of staff have a relevant child care qualification. A cook and cleaner are employed on the premises.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are well cared for in a warm and welcoming environment where they begin to learn about the importance of good hygiene and personal care throughout their daily routine. Consistent adult support and guidance helps older children to gain a good understanding of hygiene and become increasingly independent in their personal care, for example, washing their hands before a snack, after messy play and after using the toilet. They clean their teeth after meals and understand this help keep their teeth strong and healthy. Staff present as very positive role models for the children and make consistent use of regular routines to support and reinforce good hygiene practice. The nursery works closely with parents regarding toilet training, following home routines and actively supporting and praising children. There is a good nappy changing routine in place for babies and toddlers. The nappy changing area is kept clean and well ordered, staff wear disposable gloves and aprons, dispose of nappies hygienically and disinfect mats after use.

The majority of staff hold a valid first aid certificate and most have also completed training in basic food hygiene. This helps safeguard children's welfare. Good hygiene standards are maintained by staff that have a clear understanding of related policies and procedures, which are well implemented. For example, staff ensure that the facilities, resources and equipment used by children are kept clean and in good order through regular checks and cleaning routines. This helps maintain a healthy environment for the children. A clear written policy regarding sick children, information on communicable diseases and the effective recording of all accidents and emergency contacts, further promotes children's health and well-being, positively safeguarding children.

The nursery advocates a healthy eating programme. Children are offered a varied and nutritious menu and staff actively encourage the children to try different foods. This helps to promote and maintain children's good health. Staff and parents discuss any specific dietary requirements a child may have; whether for religious, cultural or medical reasons and the relevant information is recorded. Children show a growing awareness of the benefit of a healthy diet, this being reinforced through discussion about what foods are good for you. Babies under one year have food provided by their parents and staff ensure that this is stored and reheated appropriately. Written information about what children have had to eat and drink is shared with parents through their child's individual daily record. This helps to foster good partnerships with parents and ensure that their wishes are met. Meal times are well organised ensuring that children gain good social opportunities. For example, they sit together at the table and talk about their day. Snack time, however, is not as well planned. Children sit on the floor to eat without plates, resulting in food being dropped and drinks knocked over. This does not support good practice, Children have free access to drinks throughout the day, have their own labelled water bottles and are offered suitable drinks, such as water and milk.

Outdoor play is a central part of the daily routine for all age groups and a good variety of physical activities are provided for all children. This helps to promote and enhance their physical development. For example, children have access to a garden area adjacent to the nursery where they are able to have fun running around, play with balls, climbing on large apparatus and explore the wildlife. Children also enjoy regular trips to the local park, which helps to improve their climbing and balancing skills as they play on slides and climb on apparatus. Staff acknowledge the benefits children obtain from frequent access to fresh air and regular exercise to support their physical development. Children are encouraged to make full use of the resources and activities provided and to test their capabilities within a safe and supportive environment. Children are able to rest and be active according to their individual needs. Home sleep routines of babies and toddlers are carefully followed, they are made comfortable and enjoy well supervised, uninterrupted sleep periods.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a secure environment where they are supervised closely by staff at all times. This enables the children to move freely and independently. There are effective security systems for entry into the building and both the arrival and collection of the children is well planned. There is an up to date record in place of persons with permission to collect children and parents let staff know if there is someone different collecting the children. All visitors are greeted and screened by staff before being allowed entry to the building, are requested to sign the visitors log and closely supervised by staff at all times. This helps keep children safe.

Internally many safety measures have been taken with radiator guards, stair gates and socket covers in place. However, in the baby room drawstring bags are stored at children's height and some cots have toy storage hammocks secured to them. This has a negative impact on the overall safety of the children in this room. Staff have a clear knowledge of safety policies and procedures. They have a good understanding of the action to be taken regarding a lost or uncollected child. Staff ensure that safety assessments of the facilities and resources are carried out prior to children's arrival each day. For example, the temperature of fridges and reheated food is regularly checked and clearly recorded. The process of visual risk assessment is ongoing throughout the day. Electrical and fire safety equipment is regularly checked and kept in a safe condition, and there are good fire safety procedures in place, with up to date records of practice evacuations. All staff have recently completed fire safety awareness training. There is a comprehensive outings policy in place, which details effective safety procedures, including maintaining ratios, carrying a mobile phone and contact details, as well as taking other appropriate equipment, including wrist straps, drinks, snacks and sun creams, as necessary. Written consent from parents is obtained prior to any outing. Staff ensure that children adopt good road safety procedures when outside and children spontaneously sing a learned road safety song as they cross the road, reinforcing the importance of remaining alert to the dangers of the traffic around them.

Staff help children to develop an awareness of the need to preserve their own well-being and that of others. This is achieved by gentle reminders from staff, such as requests to pick up unused toys from the floor as someone may fall and hurt themselves. Children respond very well and this helps them to take some responsibility for keeping themselves and others safe.

Children are well protected by staff, who are very confident and secure in their knowledge of child protection policies and procedures. Suitable information, a clear written policy and referral forms are in place, which ensure children's welfare is appropriately protected. In addition, all

staff have recently undertaken safeguarding children courses. This helps to protect children from harm.

Helping children achieve well and enjoy what they do

The provision is good.

Staff build good relationships with the children. They provide a welcoming, stimulating and inclusive environment where all children are acknowledged and respected as individuals. Children interact with staff in a relaxed and warm manner and they build secure relationships with their peers. All children have easy access to a wide range of resources and well planned meaningful activities to support and enhance their learning and development. Children are motivated and enthusiastic learners. For example, children aged two to three thoroughly enjoy a colour matching activity. They name the colours confidently and are able to quickly find a matching coloured object in the playroom, receiving praise from staff in acknowledgement of their achievement. All children have regular opportunities to take part in a broad range of activities to stimulate and promote their sensory development effectively. They enjoy listening to music and also take part in tactile activities. For example, babies and toddlers have the opportunity to explore the taste and texture of jelly freely and totally uninhibited, enjoying the experience squashing the jelly in their hands. One toddler spontaneously brought sand from the sand tray to mix with jelly. Older toddlers explore the feeling of cooked pasta in water. Staff working with children under three show a good awareness of the 'Birth to three matters' framework and have implemented it fully. Detailed and informative individual files are available for each child and are filled with photographs documenting their achievements in respect of each aspect of the 'Birth to three matters' framework.

All play areas are set out effectively to promote children's independence and staff rotate resources to ensure a good variety of opportunities are provided.

Nursery Education

The quality of teaching and learning is good. Children are well supported and helped to gain confidence in their abilities and build positive relationships through their interactions with staff and their peers. There is opportunity for children to participate in a wide range of new and stimulating experiences and they are encouraged to take an active role in the group. Staff communicate well with children using clear and simple language, which in turn helps children to learn and develop well.

Staff have a good knowledge of the Foundation Stage, early learning goals and the six areas of learning. There is effective planning in place; this is appropriately linked to the stepping stones and is developed in line with the principles of the Foundation Stage. Key workers regularly monitor and observe children as they participate in activities and use this to inform future activities, ensuring they are sensitive to the differing needs of each child. The system of assessment links directly to the stepping stones. Children's achievements are well recorded and there is good use made of photographic evidence to support written observations. Children's next steps are clearly identified in assessment files, ensuring that planning is effectively focused on the specific needs of individual children.

Staff use effective teaching methods and tools, for example, the organisation of the play areas reflect the areas of learning and there are lovely displays of children's work on the walls. Staff make good use of open ended questions to encourage children to extend their thoughts and ideas and to solve simple problems. They prepare well for the sessions and ensure that there

is a range of activities in keeping with the six areas of learning, whilst achieving a balance between planned activity and additional free play. Staff manage children effectively, valuing their contributions and adapting activities to ensure that all children are able to participate.

Children have an extremely positive attitude to activities and are eager to take part. They have clearly formed close relationships with the staff, are self-assured and have high self-esteem. For example, they speak confidently within the group, are happy to approach visitors, ask questions and show them round the nursery, relate well to their friends and play together happily. Children are kind and share well, collecting scissors and pens from another table to ensure everyone has access to sufficient resources to complete an activity. All children help to tidy up when asked by staff, they know where things go and successfully put toys away. Children show developing independence and are able to decide which activities they want to do at the start of each session and help serve meals to their friends at dinner time.

Children are confident speakers and express their feelings, ideas and needs readily. For example, they talk about how excited they are about going to big school. Children enjoy looking at books and their listening skills are developing well. For example, they pay close attention during story sessions, answering questions correctly and can follow simple instructions. However, books are currently kept in a box and as a result, are not readily accessible to the children. Children are beginning to recognise and name letters, such as those in their names or on labels displayed in the playroom. They are also beginning to link them to the correct letter sound. They successfully find their names and pictures on their self-registration cards as they enter nursery. Children have frequent opportunities to practise early writing skills as they hold pencils correctly and practise drawing lines at the writing table. Children are starting to form recognisable letters and many write their first name unaided.

Children count to 20 with confidence and some children are able to count beyond this. They are beginning to identify written numbers, such as those on the computer and wall displays. They show a growing awareness of concepts, such as addition, subtraction, weight and measure. Children can identify which group of items has more or less and confidently use simple mathematical language, such as heavy, big, full and most. One child in a small group playing with construction blocks correctly identified his tower as the tallest.

Children are given the opportunity to explore and investigate man-made and natural materials. They have access to an interest table and have been learning about growing potatoes. However, there is not easy access to additional resources, such as magnifying glasses, to enable children to explore these objects in more detail. Information technology is used effectively to support learning and children confidently use the mouse and keyboard to complete tasks and games on the computer. Children are able to differentiate between the past and present and recall past events with ease. For example, they were eager to talk to each other about the gifts they had been given for their birthdays. They also enjoy making pictorial plans which show what they hope to achieve from an activity.

Children have lots of opportunity to use large physical equipment and to manipulate small tools freely. For example, during outdoor play they confidently play on the slide in the park, climb up the large apparatus and negotiate a safe path during running games. They use rolling pins, glue spreaders, pencils and crayons successfully. Children are also able to express themselves freely and creatively through a very good range of media and activities, such as paint, collage, sand, model making, dough, music and movement. Children thoroughly enjoy making 3D models out of junk and scrap materials. All children are well supported and challenged.

Helping children make a positive contribution

The provision is good.

All children are valued as individuals and staff help them to settle quickly by tailoring their admission to the setting according to their individual needs. All children have easy access to a good variety of resources and activities. Staff place particular emphasis on promoting and nurturing children's independence skills. For example, older children are encouraged to serve themselves at lunch and tea time. Staff are calm, competent and good role models. They sensitively support, praise and encourage all children, promoting their self-esteem, confidence and sense of belonging. Children are polite, well behaved and enthusiastic to take part in all aspects of nursery life. This is shown in the way that children willingly share toys and equipment, take turns and play together. Children's behaviour is well managed by staff with a clear understanding of how to use age appropriate strategies in a consistent manner.

Detailed procedures are in place to support children with learning difficulties and disabilities and this is an area of particular strength. Most of the staff have previous experience of caring for children with such needs and show a good understanding in this area. The nursery special educational needs coordinator has attended recent training, is well informed and extremely organised. She has excellent links with relevant outside agencies.

There are good opportunities for children to learn about the world around them through a variety of planned activities and play materials. For example, children have helped to make a beautiful wall display depicting the different clothes worn by people around the world. Staff aim to ensure that activities within the nursery reflect the culture and background of all children who attend. This is reinforced through a range of prominent wall posters written in different languages. Children have access to a range of multicultural toys, books and images that reflect positive non-stereotypical roles, racial and cultural diversity and disability. This helps to raise children's awareness of diversity. Children also benefit from outings into the local community which helps to develop their awareness of the local environment. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents is good. Staff recognise clearly the importance of working closely with parents to ensure that children's needs are well met. Parents receive good quality, comprehensive written information about the setting and the policies and procedures in place. Copies of these are made readily available to parents as well as lots of other relevant literature. For example, activity plans, daily routines, menus, the registration and insurance certificates are clearly displayed. Large eye-catching, informative displays regarding the 'Birth to three matters' framework and Foundation Stage are provided for the benefit of parents. Parents have access to their child's assessment files which include detailed information about their developmental progress. All parents receive regular written and verbal feedback from staff about their child and the general events of the day. Parents are actively encouraged to keep staff informed of any relevant information that may impact upon the care or progress of their child. This enables staff to work in partnership with parents and in keeping with their wishes, so as to ensure children's needs are best met. Feedback from parents is very positive. In particular they comment on the welcoming environment, the friendly, supportive and approachable staff, how well informed they are kept about their child's progress and how much their children love to attend the nursery.

Organisation

The organisation is good.

Children benefit from the support of well qualified staff, who are committed to attending relevant training courses to enhance their ongoing personal development. Detailed and informative files and notice boards are available to keep staff and parents informed about different aspects of nursery life. An extensive and detailed range of policies and procedures, such as child protection, behaviour management and equal opportunities, are used to inform practice and protect the welfare of the children who attend. There are well maintained registration systems in place to record attendance, as well as effective recording systems for medication administration, accidents and allergies. These are all up to date, monitored and stored confidentially. Positive links with parents ensure they are kept up to date about their child's learning and progress. All staff are subject to effective recruitment, vetting and induction procedures. This ensures that they are aware of their roles and responsibilities, and confirms their suitability to work with children.

Leadership and management is good. The manager is committed to the staff and children and this is reflected in the effective management of the setting. All staff work well together and day to day management is good. The educational planning and assessment systems are effective and aim to meet the individual needs of the children. Committed to improvement, the manager works closely with her team to identify areas for further development and strategies to improve these. Effective recruitment and vetting procedures are in place, ensuring children are well protected, and good induction systems and regular staff planning meetings are established. Staff are well supported and given clear direction through team meetings. Staff have a sound knowledge of child development. This enables them to support children's learning and development effectively. Children's individual developmental progress is regularly monitored by staff. The information gleaned is used efficiently to enable staff to collate activity plans that ensure that a wide variety of purposeful activities and learning experiences are provided for all children.

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

Improvements since the last inspection

At the previous inspection it was recommended that the nursery consider the grouping of children at story time to ensure that this is appropriate to the ages and abilities of the children.

The nursery has addressed this issue, with younger children listening to short stories with lots of actions and participation to maintain their interest. Older children thoroughly enjoy listening to longer stories in larger groups and are encouraged to recall favourite parts of books. Planning story time in this way ensures that all children gain the maximum benefit from this activity.

Complaints since the last inspection

Concerns were raised with Ofsted regarding National Standard 6 (Safety), 8 (Food and Drink) and 14 (Documentation) in September 2005. These concerns were discussed with the provider who provided a full report. Ofsted is satisfied that the provision is complying with the National Standards and remains qualified for registration.

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.

The quality and standards of the nursery education are good.

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):

- ensure procedures adopted at snack time consistently support good hygiene practice
- ensure that drawstring bags are stored out of the reach of babies and toddlers and that storage nets are not hung on cots.

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):

- ensure that books are well presented at all times so as to further encourage children to use them independently
- extend resources available at the interest table to enable children to investigate a variety of objects and materials.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk