

Trinity Day Care Nursery

Inspection report for early years provision

Unique Reference Number	132393
Inspection date	19 March 2008
Inspector	Tina Anne Mason
Setting Address	East Avenue, Manor Park, London, E12 6SJ
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Registered person	Trinity Community Centre
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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Trinity Day Care Nursery opened in 1994. It operates from a community centre in Manor Park in the London Borough of Newham. The nursery serves the local community and surrounding areas. The nursery opens from 08:00 to 18:00 from Monday to Friday 52 weeks of the year except for bank holidays.

There are currently 27 children from birth to under 5 years on roll. Of these, eight children receive funding for early education. The pre-school supports children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language.

The nursery employs 12 members staff. Of these, 10 hold appropriate early years qualifications and two are working towards a qualification. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP).

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

The premises are suitably clean and staff follow appropriate hygiene procedures to help protect children from the risk of cross-infection. Anti-bacterial spray is used on tables and staff wear protective clothing when changing nappies. Children are developing an awareness of personal hygiene through the daily routine. Older children independently toilet themselves, and all children wash their hands at appropriate times. Staff follow the nursery's sickness policy and ensure parental consent is in place for the administration of medication. However, parental consent is not obtained for staff to seek emergency medical advice or treatment in an emergency. Therefore, children's welfare is potentially compromised. Most staff have accessed first aid training in order to deal with minor injuries, and all accidents are recorded and the information is shared with parents and carers.

Younger children are developing their independence physically and emotionally. They are active and are becoming increasingly independent, acquiring control over their bodies and gaining new physical skills. They are learning to express their needs and are beginning to meet those needs independently for example, by being able to use the toilet by themselves and helping to tidy away toys at the end of a session. As they grow the children become more aware of their own bodies and develop an awareness of others and their needs.

Meal and snack times are a social occasion where children are actively involved because staff have given careful consideration to children's needs and abilities. Children enjoy a good range of nutritious meals that are freshly prepared and cooked on site. Careful thought is given to food and drink to promote children's health, for example, a balanced menu is produced each week, children have fruit and fresh vegetables everyday and water or juice is offered. Consequently, children learn to make healthy choices and know about healthy foods. Babies' needs are met sensitively and their individual routines are respected, they sleep and feed according to their individual schedules provided by parents.

Children throughout the nursery have access to physical activities. They run and play in the large hall and use a range of equipment that promotes their large muscle development. For example, children enjoy their weekly sports session. Babies are able to freely explore their physical skills in the baby room; they pull to stand and cruise around the furniture, crawl and climb with the gentle support of staff where necessary.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The nursery is a welcoming environment for children, parents and visitors, because staff greet them upon arrival and are friendly in their interactions. The premises are safe and secure and there are effective procedures in place for the arrival and collection of children. As a result, children are unable to leave the premises unsupervised and are only collected by authorised adults.

Indoor toys and equipment are clean and in good condition because staff clean and check them. The fire evacuation procedure is displayed and fire detection equipment is accessible around the building. Fire drills are carried out regularly and details are documented, as a result, all children are regularly involved in the emergency evacuation practice.

The manager is responsible for child protection. She has attended relevant training and has sound knowledge of procedures to follow. Children are well protected from harm because staff are vigilant and have a very good understanding of their role with regard to child protection. They are able to put appropriate procedures into practice.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children happily enter the nursery and settle to activities. Babies and young children access a variety of sensory toys and equipment. They play with different activity centres that provide visual, tactile and auditory stimulation. They become competent learners as they make connections through experience. Staff sit on the floor with young children helping them to complete simple puzzles, exploring shape, size and colour. They develop good hand eye coordination and small motor skills as they learn to fit shapes into the corresponding hole in posting boxes. Staff use facial expressions and voice intonation to communicate with babies. Young children enjoy stories and look at the pictures in books. They copy and attempt to imitate the words, developing language and literacy skills.

The role play area enables children to use their imagination. They have fun dressing up and playing with dolls and prams. Children explore a range of media, including sand, water and play dough. Staff provide a satisfactory range of interesting activities, helping babies and young children to make progress in their physical, intellectual, emotional and social learning. The 'Birth to three matters' framework is effectively used to plan activities and to monitor the children's progress. Staff use observation to assess how children are developing and they record their findings. In addition the components of the framework are used to track their progress.

Nursery Education.

The quality of teaching and learning is satisfactory, and children are making suitable progress towards the early learning goals. Staff enthusiastically interact with children to support and motivate their learning. They sit with children in small groups, talking and listening to them. Children are happy and interested in their play and interact well with each other. Staff plan activities using the six areas of learning. However, plans do not identify if activities are adult-directed or child-led, or make reference to the learning intention. Planned activities are not fully evaluated in order to assess the learning outcomes and for staff to use to inform future plans. Observations are made on children, however, these are not used effectively to inform the planning of activities to ensure all children are sufficiently challenged.

Children develop good personal independence. They help to tidy away, brushing up spilt sand from the floor. At meal times children are given roles of responsibility. For example, they are able to help themselves to dinner and scrape their plates empty into the bin at the end of meal times. Children confidently initiate interaction with adults. They competently speak in group situations, discussing events in their life at story time. Children receive good opportunities to build up a repertoire of songs that they sing with vigour and enjoyment, both spontaneously and during planned sessions. In addition, children are able to recall songs with clues provided by staff during group time.

Children enjoy a variety of stories and have books to freely access for pleasure. Staff use story sacks with supporting materials and props. Children have fun re-enacting stories, such as 'Jack and the beanstalk', using hand puppets. Children have access to a designated writing area where they may freely use different writing materials and paper. However, limited opportunities

are provided for children to practise writing their own name and mark-make during planned activities. Children learn to count when singing number songs, such as 'Five little ducks', and begin to learn the basics of calculation and subtraction. However, this is not fully fostered throughout the daily routine and during practical activities. For example, staff do not encourage children to count how many plates are required for the number of children sitting at the table at lunch time, or how many children are present during circle time.

Children become aware of their environment whilst on local walks, bus and train rides developing a sense of place. Children become familiar with other cultures and languages. For example, the staff team currently support six community languages. Children have opportunities to be creative and express their own ideas and thoughts through music, art and role play. They are able to differentiate between colours, and work creatively building their confidence in their own way of representing ideas. For example, the current theme is people who help us and the children have been learning about the post office. The children enjoyed creating post boxes out of cardboard boxes and painting them red and black.

Helping children make a positive contribution

The provision is satisfactory.

Children are welcomed into the setting where they settle quickly and are keen to embark on a range of activities. Relationships are evolving between children, their peers and the staff. As a result, children are happy and approach adults with ease. Staff are positive in their interactions, engage with children and endeavour to treat the children with equal concern. The celebration of festivals from around the world and access to a range of toys and resources that reflect the diversity of society in a positive way, provide children with opportunities to learn about difference in culture, belief, tradition and disability.

Children with special needs are welcomed into the nursery to play alongside their peers. The special needs co-ordinator continues to develop her knowledge and understanding of the code of practice and she liaises appropriately with outside agencies to promote positive outcomes for children. Praise and encouragement is used to reinforce the children's good behaviour. Children are constantly reminded to share, take turns and be kind to each other. Children are well behaved. They are familiar with the routine and are cooperative, helping to tidy away and follow simple instructions. This results in the children's spiritual, moral, social and cultural development being fostered.

Partnership with parents and carers is satisfactory. The parents of children who receive nursery education benefit from a two-way sharing of information between parents and staff to enhance their children's learning. In addition, regular newsletters ensure parents are kept updated with important information relating to the daily operation of the setting. Although parents are provided with access to their children's developmental records, they do not receive sufficient information about the Foundation Stage curriculum. As a result, parents are not well informed of their children's educational programme.

All parents and carers benefit from a daily contact diary, which supports communication and keeps parents informed of their children's day at nursery.

Organisation

The organisation is satisfactory.

Children are settled and well cared for by qualified staff who use their skills and knowledge to support the children and provide a stimulating environment. There are effective procedures in place for the recruitment and vetting of staff, and to ensure staffing ratios are maintained at all times, to help protect and safeguard children.

The play environment is suitably organised and the key worker system ensures children receive good support and care. Staff deployment is good and staff work well as a team. Satisfactory policies and procedures are in place for the effective management of the provision.

The leadership and management at the pre-school is satisfactory. The providers are enthusiastic and committed in their approach to providing children with good early years care and learning. They value staff and ensure they are aware of their roles and responsibilities through providing them with clear messages and support. The staff team are given the opportunity to influence the day to day practice with their ideas for activities. As a result staff are highly motivated and show genuine enthusiasm and love for their work with the children.

Overall, the setting meets the needs of the range of children who attend.

Improvements since the last inspection

At the last inspection the provider was asked to: develop and implement an action plan detailing how at least half of all childcare staff will hold a Level 2 qualification in childcare.

Over half the staff team now hold both Level 2 and 3 qualifications in childcare. Therefore children's health, well-being and safety is being promoted at all times.

Complaints since the last inspection

Since 1 April 2004 there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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.

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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):

- obtain written parental permission to the seeking of any necessary 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):

- improve written activity plans in order to identify focused activities and the learning intentions. Evaluate activities and use the information for future planning
- encourage children to develop their mathematical concept and use calculation throughout the daily routine
- extend the opportunities for children to explore words, text and ascribe meanings to marks within their daily routines
- continue to develop the system of assessing and evaluating, ensuring information gained through observation is used effectively to inform children's next steps in learning and covers the breadth of the Foundation Stage curriculum
- improve the partnership with parents to meet the needs of the children, including details of long, medium and short term planning and information about the educational programme.

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