

# Trinity Childcare

Inspection report for early years provision

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<b>Unique reference number</b>	322079
<b>Inspection date</b>	07/10/2009
<b>Inspector</b>	Christine Snowdon

<b>Setting address</b>	Trinity Centre, Church Street, Ossett, W.Yorks, WF5 9DW
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<b>Type of setting</b>	Childcare on non-domestic premises
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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Trinity Nursery opened in 1990 and provides full day care for the local community. The out of school club opened in 2004. Both groups are managed by a committee, known as 'Trinity Childcare'. The committee consists of representatives from the Holy Trinity Church and staff from the nursery and out of school club. It operates from Trinity Centre building, within the grounds of the Holy Trinity Church in Ossett, on the outskirts of Wakefield in West Yorkshire. Children have access to an open-plan room, a spacious hall, toilet facilities, and an outdoor play area. The nursery is open each weekday from 8.00am to 6.00pm throughout the year, closing only for bank holidays, and during Christmas and New Year. Before and after school care is also provided during term time from 8.00am to 9.00am and from 3.15pm to 6.00pm during term time, and from 8.00am to 6.00pm during some school holidays.

The nursery and out of school provisions are registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of 55 children at any one time. There are currently 60 children on roll in the out of school provision and 42 in the nursery.

There are nine members of staff who work with the nursery children, all of whom have a level 3 childcare qualification and one has a degree. Four permanent staff work with the out of school provision and hold appropriate qualifications. Additional staff are available to cover for staff absences. The nursery receives support from the local Early Years Development and Childcare Partnership, including visits from an advisory teacher. The nursery is affiliated to the Pre-School Learning Alliance.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The nursery provides a warm and welcoming environment to everyone and there is a wide range of activities provided to help all children make good progress in their learning and development. Equality and diversity are effectively promoted within the setting and the uniqueness of every child is recognised and valued. Detailed policies and procedures are in place and generally used well to support practice. Children's safety, health and welfare are given high priority by the staff and, overall, the facilities support this. There are effective working partnerships with the parents and the local schools, which ensures children's continuity of care and learning. The nursery benefits from the dedicated team of staff who are committed to improving the outcomes for children through self-evaluation and continuous improvement.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- further improve the process for the recording of complaints and ensure confidentiality is maintained
- consider how the setting's policies and procedures can be made more accessible to all parents
- improve the toilet facilities to enable children to have some privacy.

## **The effectiveness of leadership and management of the early years provision**

Clear recruitment and vetting procedures ensure that all staff working with the children are suitable to do so. All staff complete an induction programme and attend training in child protection and first aid. Policies and procedures are in place, regularly reviewed and understood by those who work with the children. The manager, who is the designated person, has completed more in-depth training and has a secure understanding of her role and responsibilities in safeguarding children. Detailed risk assessments which cover the indoor and outdoor areas and visits and outings undertaken, reduce the possibility of accidents. Children are taught to be safety conscious and they show a sound understanding of how to keep themselves safe. The building is secure, with admittance by staff only; this is monitored on the closed circuit television screen within the setting. All required policies and procedures are in place and mostly used effectively to support practice. However, whilst parents are informed of the availability of the policies, they are not made freely accessible to them. In addition, the systems for recording information in the complaints log are not fully effective.

The manager provides good motivational leadership to support the staff team. She effectively works alongside the staff to support and complement their practice. The staff team, who are all well-qualified in childcare, are enthusiastic and committed to their role. They work effectively together as a team and have a caring and friendly relationship with the children. The regular team meetings and sharing of information ensures all staff have an input and understanding of the planning and learning objectives. The setting has effective systems in place to monitor and improve their own practice. Their in-depth response to the Ofsted self-evaluation clearly demonstrates their commitment to continual improvement and is an accurate reflection of their good quality practice. In addition, parents' views are actively sought through detailed and informative questionnaires and these are very positive and complimentary.

There is a very successful partnership with parents because staff value this right from the initial settling-in visits. Children and parents know which member of staff is their key person and staff make time to chat to parents on a daily basis, keeping them informed of their child's day. The planned consultation evenings are very successful and parents have one to one discussions with their child's key worker, which reflects on their child's progress and learning. Comprehensive written information is also provided about the curriculum and learning objectives. This enables parents to be much more involved in their child's learning and progress. For example, parents send in photographs of their children as babies for the current topic. Excellent working relationships and practices are in place to share

information with the local nursery and school. As a result, continuity and coherence is assured for those children attending for wrap-around care. In addition, older children's transition into school is a very smooth and positive progression.

## **The quality and standards of the early years provision and outcomes for children**

Staff have a good knowledge and understanding of the Early Years Foundation Stage. They create a very enabling, child-centred and colourful environment through the effective use of resources and equipment. For example, the nursery room is set out to support the different areas of learning, such as writing and mark making, role play, creative, technology and construction. Additional resources presented at child-height encourage children to self-select and make independent choices as they play and learn. The nursery area actively promotes children's independence and most children confidently go to the toilet themselves. However, the current toilet facilities do not provide any privacy for the children. Good health, hygiene and self-care are effectively promoted through well-planned topics and routines. As a result, children clearly understand why they need to wash their hands and do so automatically after toileting and before snacks and meals.

The current topic of 'Ourselves' has fully embraced and reflected the six areas of learning with utmost success in a fun and interesting way. Through daily discussions and picture displays children learn the importance of hand washing and cleaning their teeth. They know which foods are good for them and those which are not. The role play area is a greengrocers shop with appropriate play food, children write on the clip board and say how much the items cost. At story time they listen intently as staff read the book entitled, 'Why should I eat well'. Following the gymnast's visit to the setting the children learnt about the importance of exercise. The setting has purchased some children's exercise bikes and, with the use of the stethoscope, enable children to monitor the effects of their heartbeat and bodily changes after exercise. All these lovely activities reinforce children's understanding and promote their good health and well-being. Staff fully embrace and promote children's individuality and uniqueness. Their self-portraits effectively displayed enable children to learn about similarities and differences as well as promoting their sense of belonging. Children's understanding of the wider world and diversity is very well promoted through posters, resources and planned topics. Children are active learners and they spend a lot of their time writing, drawing and mark making. As a result, they write their own names on their artwork with well-formed letters. They are learning to recognise some letters of the alphabet, when at circle time staff hold up the letter and children repeat the phonic sound. The effective use of labelling in letters, numbers and symbols around the setting fully supports children's early reading and recognition skills.

Children are happy, well-settled and making good progress towards the early learning goals. Staff observe and assess their progress on a regular basis and this is clearly evidenced through annotated photographs and written information in their 'records of achievement' file. Children's behaviour is very good and staff give sensitive reminders about sharing and taking turns. Their positive interaction with

the children, along with positive praise and encouragement, means that children have good self-esteem and know that what they say and do is valued. Children's awareness of staying safe is promoted successfully through activities, stories and visitors. For example, the Road Safety Officer helps them to understand the importance of wearing a seat belt and brought a teddy bear in a car seat to show what would happen if he is not fastened in properly. The fire service have also visited and told the children about the dangers of playing with matches.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*  
*Grade 2 is Good: this aspect of the provision is strong*  
*Grade 3 is Satisfactory: this aspect of the provision is sound*  
*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- ensure parents are issued with the required documentation with regards to complaints and safeguarding (Providing information to parents) (also applies to the voluntary part of the Childcare Register). 21/10/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory Childcare Register part of the report (Providing information to parents). 21/10/2009