

# Trench Tots Neighbourhood Nursery

Inspection report for early years provision

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**Unique reference number** EY270242  
**Inspection date** 16/12/2009  
**Inspector** Edgar Hastings

**Setting address** C/o The Sutherland School, Gibbons Road, Trench, Telford,  
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**Type of setting** 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.

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## Description of the setting

Trench Tots Neighbourhood Nursery opened in January 2004. It operates from a purpose-built, demountable building in the grounds of the Sutherland School, Trench, Telford. The building has access for children and adults who may have disabilities. The nursery is on the Early Years Register and the compulsory part of the Childcare Register, and serves the local community.

A maximum of 44 children may attend the nursery at any one time. There are currently 85 children from three months to five years on roll. Of these, 26 children receive funding for early education. Children attend for a variety of sessions. The nursery provides support within the setting for children who have special educational needs and/or disabilities, and is able to support children who speak English as an additional language.

The setting opens five days a week throughout the year, except the Christmas week. Sessions are from 7.30am to 6.00pm Monday to Friday. An after school club operates daily from 3.30pm to 6.00pm. There are 15 staff working with the children. Of these, 12 hold appropriate early years qualifications, and two are working towards a recognised early years qualification. The setting receives support from the local authority, the Early Years Advisory Teacher, and has close links with the Sutherland School, Donnington Wood Infants school and Wrockwardine Infants school.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The provision at Trench Tots Neighbourhood Nursery is good. It meets the needs of the early years children well because they are provided with a warm and caring environment that enables them to make good progress in their learning and development. It is an inclusive setting that caters well for the individual needs of all children, including those with special educational needs and/or disabilities who receive good quality support. There is a strong partnership with parents and with the other local schools. The setting has made a number of improvements since the last inspection and has a good capacity to maintain continuous improvement.

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

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

- develop the use of self-evaluation to identify the setting's strengths and areas for further development
- develop children's awareness of the diversity of cultures within society
- streamline the assessment procedures so that the next steps in learning may be identified more quickly and easily.

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

The leadership and management of the nursery is good. The experienced staff work hard as a team to provide good experiences to support the learning and development for all the children who attend. Liaison with support agencies and other Early Years Foundation Stage (EYFS) providers ensures good inclusion of all groups of children including those with special educational and/or difficulties, and that their particular needs are identified and met. The setting promotes the awareness of diversity of cultures in our society and has plans to address this area further. Annual appraisal interviews determines the career direction for staff and identifies any further training needs. Children are well safeguarded because all staff have undertaken training in child protection and understand and follow the procedures for keeping children safe. Staff have also been trained in first aid and food hygiene practices. All staff are vetted and checked on appointment to ensure they are suitable to work with children. Regular risk assessments are carried out conscientiously, and the setting has in place suitable policies and procedures to ensure the safety and well-being of children at all times.

All issues from the previous inspection have been addressed, and children's attendance and medical records now both meet requirements. The collection of information on children's attainment on entry is now much improved, but the use of assessment to plan the next steps in learning under development but involves a lot of paper work and needs simplifying in order to make its use both efficient and effective. Embedding ambition is a key area for leaders and staff work hard to ensure the best provision possible is made available for their children. Consequently, further improvements have been put in place such as the canopies that allow use of the outside areas throughout the year, the provision of a garden area where children can explore the natural environment, and improved outdoor play facilities.

The accommodation though small is used effectively to support the children of different ages. Each of the three rooms is well resourced and equipped to create an effective learning environment. Staff are deployed effectively and demonstrate adaptability when moving to work with children of different ages. The use of self-evaluation is at an early stage, and needs further development in order to identify areas for improvement. There is a strong partnership with parents who speak highly of the provision made for their children. One parent described it as 'Fantastic'. Parents are kept well informed about their children's progress through open evenings, and daily contact with their child's key worker.

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

The staff and children know each other well as is evident through the warm welcome children receive on arrival. They are clearly happy to be in the nursery and feel safe and secure because of the good quality of care they receive. Strong trusting relationships have been established and children look forward to attending

because they have enjoyable experiences. A good range of stimulating and interesting activities are provided enabling children to progress well towards the early learning goals. Staff ensure that equipment and resources are accessible to children in the different areas to encourage their independence through making choices for themselves. There is a good balance of adult-led and child-initiated activities across all areas, where key workers regularly record observations of children's development and identify their next steps in learning. The outdoor areas have been improved and can now be used more flexibly through the introduction of canopies. This play area and the natural garden provide opportunities where children can be active and explore by digging and searching for mini beasts, and by observing the signs of changing seasons. Good procedures are in place to ensure the children's welfare needs are all met well.

Staff engage well with the children and participate in some of the activities with them. In the pre-school group this adds to the fun and enjoyment the children have as adults sometimes take the lead as a role model for children to follow. In a role activity children dress up as characters from 'Snow White' while the adult leads the story development allowing children to make their interpretations of the drama. This is greatly enjoyable for children who grow in confidence in speaking out and playing a part. Reinforcement of this occurred during the rehearsal for their Christmas play with children showing good concentration, remembering actions and words to songs, and performing to an audience. These activities aid children's personal development well. Toddlers and babies too are demonstrating growing confidence and making good progress in their development through the good support they receive from the adults in their rooms, and the interesting environment provided through the good quality resources. Babies are gaining much confidence as they start walking, and toddlers learning to focus on a task with good concentration and interest.

Children are taught to be safe in their play by vigilant staff, who encourage safe practices like being aware of other children around them, following the setting's rules about walking inside the nursery. One of the parents is a policeman who visits the setting from time to time and talks to them about staying safe.

There is good promotion of developing healthy lifestyles through regular involvement in active play, especially out of doors, using wheeled toys and tricycles and using the outdoor play apparatus. On occasions they have the use of the school gymnasium next door that offers more space for their games and play. At snack time they are provided with a variety of different fruits, with milk or juice to drink. A nourishing lunch time menu offers a good range of wholesome healthy meals. Children know the routines and understand the need for hand washing to keep themselves free from germs before they eat and after they have visited the toilet.

Children's skills for the future are developing well through opportunities to develop those early writing skills through mark making, drawing, colouring and painting. There are opportunities to explore information and communication technology to support their learning. Regular attention is given to letters and sounds which are reinforced through other writing activities. Fine motor skills are further developed through involvement in creative activities when they use their cutting and sticking

skills to make Santa's stocking to hang on the wall for Christmas. Counting is used often to reinforce children's number development, especially at registration times and during their playing. Children enjoy being in this nursery and make friends with other children. They learn to take turns and to share, as well as to help with tidying away the equipment and working with other children at times. Strong relationships are formed with the staff and this ensures they feel safe and secure.

## 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:

Met