

# Trenance Childcare

Inspection report for early years provision

---

**Unique reference number**

EY333418

**Inspection date**

26/05/2010

**Inspector**

Judith Goodchild

**Setting address**

Trenance Childrens Centre, Trenance Road, Newquay,  
Cornwall, TR7 2LU

**Telephone number**

01637 852905

**Email**

Trenancechildcare@hotmail.co.uk

**Type of setting**

Childcare on non-domestic premises

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009

## 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

Trenance Childcare is a charity committee run group, which opened in 2006. It provides day care from a suite of rooms sited within Newquay Children's Centre and wraparound care from designated classrooms within Trenance Infants School. The provision is situated in a residential area close to the centre of the coastal town of Newquay, in Cornwall. Children have access to an enclosed outdoor play area. Trenance Childcare is open each weekday from 8.00am to 6.00pm for 50 weeks of the year. The childcare is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 46 children may attend Trenance Childcare at any one time and a maximum of 16 children may attend the wraparound care provision. There are currently 100 children aged from birth to under five years on roll, some in part-time places. The setting currently supports a number of children with special educational needs and/or disabilities. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. There are 17 members of staff, 15 of whom hold appropriate early years qualifications to at least National Vocational Qualification at level 3, the others are currently working towards level 3. Two members of staff are working towards Early Years Professional Status. The setting provides funded early education for three and four-year-olds. The setting receives support from an advisory teacher from the local authority and is a member of the Pre-school Learning Alliance (PLA).

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Trenance Children's Centre is an outstanding, inclusive provision that successfully meets both the welfare and learning needs of children. Safeguarding arrangements are exemplary. Behaviour and social relationships are excellent and the children receive a high standard of care. The Early Years Foundation Stage framework is firmly embedded in daily practice. Capacity for continued improvement is excellent and based on thorough self-evaluation of its work that involves all staff.

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

To further improve the high quality early years provision the registered person should consider:

- develop links with primary schools to extend the learning opportunities of older and more able children who have already achieved 60+ months

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

Trenance Children's Centre runs smoothly on a daily basis. A high priority is given to the welfare of children and all relevant policies and procedures are in place. The

arrangements for safeguarding of children are excellent. Rigorous self-evaluation and review of its work, involving all stakeholders, underpins the success of Trenance Children's Centre. Areas for improvement are clearly identified and action taken. The effective team work of staff and the committee, their drive and ambition all contribute towards raising the quality of children's experiences. Their capacity to sustain ongoing improvement is excellent. Recommendations from the last inspection have been successfully addressed. The setting is a stimulating learning environment and the outside area has been transformed into an area that encourages children's creativity through play. Assessment systems record and track the progress that pupils make and effective systems of communication ensure that relevant information about children is passed between key workers. Children's progress is discussed at regular staff meetings and activities are planned to ensure that children access areas of learning that need to be developed. Staff are well trained in observation and assessment of learning. There is a comprehensive professional development programme, the most recent course attended was 'Raising boys' achievement'. The setting works hard to ensure that children gain as much awareness as possible about other cultural groups in the United Kingdom through books and celebrations of both local festivals and those of other cultures. If children are not making the expected progress, or experiencing other difficulties, advice is sought from specialist support agencies. The provision to meet the needs of children identified with special educational needs and/or disabilities is of a high quality.

Links with the primary school are very good and there is an effective working partnership between the two settings. Transition arrangements are excellent. Children who are not attending school, rather than move back to trenance childcare, stay in the school classroom and work with trenance childcare staff in a wrap around facility. Currently opportunities to extend the learning of older children are underdeveloped. Links with parents and carers are excellent. They are fully involved in the induction of their child into the Centre. An easily accessible area has information for parents and carers on a wide range of relevant topics and a displays of photographs keeps them up to date with some of the activities their child has taken part in. Children's progress is discussed through Learning Journals on a regular basis with parents or carers. Key workers are available to talk to if concerns arise.

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

Well thought out induction procedures help children settle quickly into the welcoming, exciting and secure environment. By the time they start in primary school most children have made at least good progress in their development. The well designed area for the under two's enables them to play safely and develop their walking skills and there is an appropriate range of stimulating age appropriate resources to support their development. The welfare arrangements for these young children are very good and ensure their health and well-being. Communication and social skills of the youngest children are encouraged at every opportunity. Excellent use is made of both the inside and outside environments throughout the setting. Children really enjoy their time in the Centre and all take a full part in the activities on offer. Activities are planned based on children's

interests but opportunities to more formally involve them in making choices about what they would like are underdeveloped. The current theme of the seaside is well resourced and evident throughout the setting and children are fascinated when a member of staff performs an impromptu Punch and Judy show for them. Children are encouraged to develop an awareness of the world around them, as when constructing a wormery. They plant flowers and vegetables in the garden that they can observe grow, learn to look after and later share the vegetables at snack time. There are excellent resources in all rooms and the climbing frame in the pre-school room gives children the opportunity to 'take risks' in a safe environment as well as creating different uses for it in their creative play.

Children are encouraged to develop their early writing skills. Boys are encouraged to mark make through messy play and they produced their own maps through a Pirates Cabin activity. Sound and letter sessions start children on the path to reading. The book corner contains texts suitable for both boys and girls. The development of numeracy skills is systematically promoted through a range of activities and children gain confidence in using them in real life situations. There are many opportunities for children to develop their information technology skills through using computers, cameras and programmable toys.

Independence and responsibility are encouraged and children clear up at the end of sessions, help to prepare tables for lunch and snack time and older children are expected to observe basic hygiene routines. Healthy eating is promoted at snack time and through encouraging parents to provide healthy lunch boxes. The good range of outdoor play equipment supports children's physical development and allows them to 'take risks' in a safe environment.

Children work and play well together and social relationships and behaviours are excellent. Sharing is actively promoted and children are taught there is a consequence for unkind actions and of the need to be aware of others whilst playing. They are taught how to keep themselves safe through play but also through road safety talks and talking about risks associated with activities. Older children experience the burning effect of fire by toasting marshmallows on a small controlled fire and this opportunity is used to stress the dangers of fire.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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

The quality of the provision in the Early Years Foundation Stage	1
--	---

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

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

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