



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 107093

DfES Number: 530364

### INSPECTION DETAILS

Inspection Date 11/02/2004  
Inspector Name Flo Griffin-Taylor

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Trinity College Day Nursery, Trinity College  
Setting Address Stoke Hill  
Stoke Bishop  
Bristol  
Avon  
BS9 1JP

### REGISTERED PROVIDER DETAILS

Name Trinity College (Bristol) Ltd 013317365

### ORGANISATION DETAILS

Name Trinity College (Bristol) Ltd  
Address Stoke Hill  
Stoke Bishop  
Bristol  
Avon  
BS9 1JP

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Trinity College is an Anglican and inter-denominational theological college, which trains men and women for ordained ministry in the Church of England, and for a variety of other types of Christian service, both in this country and overseas.

The Day Nursery provides Christian based child care - primarily for students and staff who either attend or work at the college, but also for children from families outside the college.

The nursery is well established, having been in operation for some years. It is sited in the grounds of Trinity College, in the Stoke Bishop area of the city of Bristol. It is based in a two storey house, which was specifically converted for its current use.

There are currently 43 children on roll, including 12 funded three-year-olds and 3 funded four-year-olds. The nursery has provision for children for whom English is an additional language.

The nursery operates all year round, apart from Bank Holidays and the Christmas and New Year holiday period. It is open Monday to Friday, from 08:00 to 17:30.

The ground floor, which accommodates children aged between two and five years, has three main play rooms, with toilet facilities adjacent to these areas. The first floor also has three rooms, and children aged under two years are based here, with a separate toilet/changing area located nearby.

Externally, there is an enclosed side garden and a rear patio area, which provide further opportunities for play and physical activities.

Eight members of staff, six of whom have appropriate early years qualifications, are employed to work with the children. The nursery is included in Bristol Education Authority's Early Years Partnership, and is affiliated to both the Pre-School Learning Alliance and the Bristol Association for Neighbourhood Day Care.

### **How good is the Day Care?**

Trinity College Day Nursery offers good quality care for children.

The nursery is well organised, structured and managed. It provides a warm and welcoming environment where children are happy, secure, interested and involved. Sound recruitment procedures are in operation, with a staff induction programme, regular meetings and an appraisal system in place. Documentation is complete, very well presented and reviewed regularly. One written procedure however, has as yet to be addressed. Staff are very experienced and most hold early years qualifications. They are committed to on-going professional development.

Children are well cared for by the staff, who offer good role models. Staff are sensitive, responsive, consistent, and give constant praise and encouragement. Independence and self esteem are promoted well. Children are well behaved.

Staff have a good knowledge of the needs of children, and activities are well planned for each age group. Individual needs are taken into account. Assessments are completed and children's progress carefully monitored.

A wide range of toys and equipment is available to the children, which offers challenge, interest and stimulation. Children are well supported in their play, and provided with many learning opportunities to acquire new skills.

Safety is given a high priority and staff follow well established procedures to keep children safe and secure. Regular risk assessments and fire drills are undertaken. There is a high standard of cleanliness, and children are encouraged to practise good health and hygiene routines.

Food is freshly prepared and children are given healthy and nutritious meals and snacks.

Individual dietary needs are respected.

There is a good, effective partnership with parents and carers, who express confidence in the care and learning given to their children. Parents are welcomed and valued, and staff keep them well informed about activities and their children's progress.

### **What has improved since the last inspection?**

At the last inspection only one action was raised, which has been satisfactorily addressed.

Written procedures have been devised in the event of a child being lost.

### **What is being done well?**

- The nursery is well organised and managed. Sound recruitment procedures

are in operation, with a staff induction programme and an appraisal system in place. Regular meetings are held and staff are committed to on-going professional development.

- Children are well cared for, and staff support, encourage and show interest in all they do. Staff have a good knowledge of children's developmental and learning requirements, and activities are well planned for each age group. Children's progress is carefully monitored.
- A wide range of stimulating play materials, equipment and resources are on offer, that gives children challenge, involvement and sustains their interest. It supports them well in their play and learning opportunities.
- Safety is given a high priority. Children are well supervised, and there are clear, established procedures in place for keeping them safe and the premises secure. Risk assessments have been undertaken and regular checks are carried out.
- Staff are very sensitive to the individual needs of children. They are very caring and all children are valued, respected and given praise and positive encouragement.
- There is a good, effective partnership with parents and carers, who express confidence in the care and learning given to their children. Parents are valued, listened to and made welcome in an inviting and relaxed atmosphere. They are kept well informed about the activities on offer and the progress of their children.

#### **What needs to be improved?**

- a written statement of procedure to be followed in the event of allegations of abuse made against a member of staff or volunteer.

#### **Outcome of the inspection**

Good

#### **CONDITIONS OF REGISTRATION**

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

#### **WHAT NEEDS TO BE DONE NEXT?**

#### **The Registered Person should have regard to the following recommendations**

<b>by the time of the next inspection</b>	
<b>Std</b>	<b>Recommendation</b>
13	devise a written statement of procedures to be followed in the event of allegations of abuse made against a member of staff or volunteer.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Trinity College Day Nursery offers high quality nursery education. It provides a warm, caring and welcoming environment, within which three and four-year-old children are making very good progress in all areas towards the early learning goals.

Teaching is very good, and staff have a sound knowledge and clear understanding of the Foundation Stage curriculum. Activities are well planned and are topic related. Individual needs are taken into account. Children's progress is carefully monitored, and assessments, which are clearly linked to the stepping stones, are completed for each child. These would however, benefit from further review. Children are encouraged to be confident, self reliant, caring and respectful to others. Behaviour is very good. Staff have a good understanding of how children learn and develop, and are skilled at engaging and building positive relationships with them. They make excellent use of time and resources, and provide children with challenges that sustain interest and extend learning.

The quality of leadership and management is very good. The nursery is well organised and managed. Staff are clear about their aims, roles and responsibilities, communicate effectively at meetings, and are able to evaluate the strength and weakness of the provision. They are currently working towards the Bristol Standard, a self evaluative quality assurance document. Staff show further commitment to improvement through an active in-service training programme. They are supported by on-going supervision and yearly appraisals.

There is a good, effective partnership with parents and carers, who are encouraged to become involved in their children's learning, and to share their skills and expertise. Staff ensure that parents are provided with good information about the nursery in a variety of formats. They are kept well informed about all aspects of their child's care and education, and receive regular updates and progress reports.

### What is being done well?

- Children are making very good progress in all areas of the early learning goals. Staff have a sound knowledge of the Foundation Stage curriculum, and a good, clear understanding of how children learn and develop.
- Children are confident, interested, relate well to each other, and show good levels of independence and concentration. Behaviour is very good.
- Staff are skilled at engaging with the children and building positive relationships with them. All children are valued and individual needs met and addressed.
- Staff make excellent use of time, space and resources. Good planning is in place, with a wide range of stimulating and varied activities provided, which offer challenge, sustain interest and extend learning opportunities.

- There is strong and effective leadership, with a well motivated and committed staff team. Staff access training opportunities to support children's learning and make use of it to improve their practice and provision.
- There is a good effective partnership with parents and carers. Parents are encouraged to become involved in their children's learning. Staff keep them well informed of progress and achievements.

#### **What needs to be improved?**

- the children's assessment system, to further support their progress and learning.

#### **What has improved since the last inspection?**

Following the last education inspection on 26/01/2000, one point for consideration was given:

continue to develop the plans so that they indicate in more detail what the children are intended to learn from the activities.

The nursery has made very good progress in this area. Forms have been redesigned, and learning intentions are clearly stated on all planning sheets. Small group planning forms also include prompts for questioning, vocabulary to use, items of equipment to provide, and adaptation, as appropriate, for individual children. There is also space to write brief evaluative comments on the activity.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy, interested and have good self esteem. They confidently choose activities and show good levels of independence. They ably speak out in small and large groups and listen carefully to staff and each other. Children are eager to try out new activities, and are able to concentrate for long periods. They form good relationships, and are co-operative, well behaved, and show concern and respect for others. They are developing an awareness of the wider community.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children have good communication skills. They have a large vocabulary, are confident, able speakers and engage easily in conversation with adults and other children. They participate eagerly in role play, using a wide range of expressive words. Writing and reading skills are integrated into activities, and children are encouraged to practise recognising and writing their own names. All are beginning to formulate letters. Stories are enjoyed and staff use books to extend children's vocabulary.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Mathematics is well integrated into the curriculum and children are introduced to a varied range of resources. Many can count accurately up to ten, some beyond, with confidence. Children are encouraged to practise counting, matching and sorting through everyday play activities, projects and number rhymes. They are challenged to reason, make estimates, explore problems and give explanations. Shape recognition is also developing well and children are able to copy simple patterns and sequences.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are enthusiastic about investigating new materials and ideas. They are introduced to a wide range of topics and activities which develop their understanding and knowledge of the natural world, and of their own and other cultures. They enjoy building and construction, and are encouraged to experiment and explore for themselves. Children talk confidently about events in their lives and have a good awareness of past and present. They are familiar with technology and its uses.



## **PHYSICAL DEVELOPMENT**

Judgement: Very Good

Children move confidently with good co-ordination, imagination and control. They show a keen awareness of space and of others. They use a wide selection of indoor equipment and tools to help them develop their manipulative skills and hand and eye co-ordination. They develop large muscle skills and a sense of balance through use of a good range of outdoor equipment. Children are also gaining awareness of health and hygiene, and they understand the importance of keeping healthy.

## **CREATIVE DEVELOPMENT**

Judgement: Very Good

Children use a wide range of materials to explore colour, texture shape and form and to create art work in two and three dimensions, during free play and structured activities. They are imaginative and express their ideas and feelings in a variety of ways, for example, role play, story telling and movement. Children have a good sense of rhythm and enjoy singing songs and playing musical instruments. They are developing good awareness of their senses through activities on taste, touch and smell.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**

### **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

### **WHAT THE SETTING NEEDS TO DO NEXT**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- There are no weaknesses of any significance to report, but consideration should be given to the following:
- The nursery should continue to review and develop their system of assessment, in order to further support children's progress and learning.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*