

Trinity College Day Nursery, Trinity College

Inspection report for early years provision

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Inspector Debbie Starr

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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

Trinity College Day Nursery is run by Trinity College, which is an Anglican and inter-denominational theological college. The nursery was registered in 1997 and operates from an adapted building on the college campus. It is situated in Stoke Bishop, Bristol.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery is open each weekday between 8.00 am until 5.30 pm except bank holidays, the Christmas and New Year holiday period and one week during the summer. A maximum of 28 children may attend the nursery at any one time. There are currently 45 children on roll within the early years age range. The nursery receives funding for the provision of free early years education to children aged three and four years. The nursery serves students and staff from the college, and the wider community. Children attend for a variety of sessions. The nursery supports children who have special educational needs and for whom English is an additional language. The nursery employs six members of staff who work directly with the children. All staff hold appropriate early years qualifications ranging from level three to degree level. The manager is supernumerary. The nursery receives support from the local authority

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have a good knowledge and awareness of children's individual needs enabling them to promote and safeguard their welfare effectively overall. Children make good progress because staff are knowledgeable about how children learn and use their skills effectively to support children's development. Effective partnerships with most parents and links with other early years providers ensure continuity in children's care, learning and development overall. Management and staff demonstrate a strong commitment to improvement. Effective self-evaluation of the provision that includes parents, staff and the local authority ensures good outcomes for children.

What steps need to be taken to improve provision further?

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

- gain more focused information on children's learning and development when children first join the nursery to support the identification of children's starting points and capabilities
- update the record of risk assessment to include any assessment of risk for outings and trips

The effectiveness of leadership and management of the early years provision

Appropriate arrangements ensure that all adults working with children have undergone suitable vetting procedures. Effective induction of staff, regular discussion and ongoing training ensures that children are effectively safeguarded. Staff have a good knowledge and understanding of child protection issues and reporting procedures within the nursery. Good documentation and effective practice by staff for example, when children are unwell, safeguards children's welfare. Required records are well maintained and shared with parents.

Appropriate records are kept for assessment of risk for all areas of the nursery, but have not been extended to include outings. Children of all ages easily access an interesting range of good quality, well organized toys and resources that reflect their interests and support their learning both inside and outside. Staff are sensitive to and have a good knowledge of individual children's backgrounds and needs. Children's understanding of the diversity of the wider world is promoted well through regular activities and parental participation. Staff value children's linguistic diversity and provide opportunities for children to develop and use their home language in their play and learning throughout the day for example, during small group times.

Highly positive partnerships with most parents ensure children's individual needs are clearly identified and supported well. Parents are very appreciative of the care given to their children and the progress they make. Parents are well informed about the nursery's working practices through accessible clear and inviting displays of children's involvement in activities, regular parent meetings and daily discussion about children's welfare, activities and achievements. Parents are actively encouraged to share what they know about their child's interests and achievements and as a result, there is overall an effective two way flow of information that brings about continuity in their care, learning and development. Partnerships with other early years providers are well established and ensure information is regularly shared and used to promote children's achievements and well-being.

The enthusiastic management team and staff make effective use of self-evaluation that includes parents and the local early years advisors to reflect upon their practice and provision. Recommendations from the last inspection have been addressed fully. Future actions are well chosen and carefully planned so that the impact is evident in most of the areas where it is needed. For example, resurfacing of the enclosed grassed area and development of a vegetable patch have extended children's play and learning opportunities. The management team and staff are focussed on promoting good outcomes for children and demonstrate a strong commitment to their continuous improvement.

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

Children of all ages form strong attachments to staff. They are happy, settled and confident, displaying a strong sense of belonging. Children throughout the nursery make good progress through a balance of well planned and purposeful adult and child-led activities. These activities promote curiosity and exploration and arise from children's interests. Staff identify clear learning objectives for each child based upon regular observations and ongoing effective assessment and evaluation of their abilities. More focused information on children's learning and development could be gained when children first join the nursery to support the identification of children's starting points and capabilities. Young children's interest in placing objects inside each other is supported effectively by an interesting range of everyday items and play resources which staff encourage children to explore using a range of senses. For example, children explore sound by banging a range of containers with plastic and wooden spoons. They explore further by placing the containers on top of each other and sustain interest as they attempt to balance them to make a tower as previously demonstrated by the staff member. Children are intrigued by the contents of paper bags and confidently approach adults such as, the inspector. They are keen to investigate sound response toys and persevere by pressing and shaking the object in a variety of ways until successful. Children's emerging communication and language skills are supported well through the use of sign language by staff and themselves at small group times when singing songs and to ensure their needs are met.

Older children's interest in bears is developed effectively by staff to promote listening skills, cooperative play and mathematical language. Different sized bears are placed within other objects and different areas of the ground floor nursery rooms. Children are encouraged to listen, take turns and follow instructions that give clues using positional terms such as, behind and below. Children's interest in dinosaurs is supported well through a range of activities and good quality resources that are used effectively by staff. Children listen to stories that stimulate their interest, are supported by staff through open-ended questioning to promote an understanding of opposites, make comparison and use descriptive language. Children choose dinosaur shapes when moulding dough and refer back to the story book recognising that there are two books the same. Children identify that there are different types of dinosaur recall some familiar names and their vocabulary is extended. Staff identify that use of the computer will extend this further.

Children demonstrate a good understanding of healthy lifestyles. They enjoy nourishing, balanced freshly prepared meals that take full account of their dietary needs. Vegetables grown in the garden and picked by themselves supports their understanding of where food comes from. Children benefit from regular opportunities throughout the day to play in the fresh air and develop a variety of skills using interesting equipment. Clear low level signs linked to familiar characters and table top games effectively supports children's understanding of how to keep themselves safe within the premises, how to identify hazards within the home and when crossing roads. Trips to local shops and other amenities provide opportunities for children in small groups to practise these skills. Children follow

good hygiene routines such as, brushing teeth after meals and understand why through effective staff support. Children respond well to the frequent praise and consistent and respectful approach of staff. They are supported effectively through clear guidance by staff to resolve differences and as a result, their behaviour is good. Use of soft toys during circle time promotes children's listening skills, turn taking and sharing, consequently they develop skills for the future.

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

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

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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

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