

Trinity Corner Private Nursery

Inspection report for early years provision

Unique reference number	311876
Inspection date	25/02/2011
Inspector	Janet Fairhurst

Setting address	106 Rawling Road, Bensham, Gateshead, Tyne and Wear, NE8 4QR
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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

Registered in 1997, Trinity Corner Private Nursery is located in the Bensham area of Gateshead. The building is a former church on a residential street. The nursery comprises of two floors. On the ground floor are two sectioned areas in the large hall and a small room at the top of this area. These areas are used by two age groups of children, pre-school and toddlers. On the first floor are the baby unit and a separate nappy changing area. This area is accessed via a flight of stairs. Outdoor space is not accessed directly from the nursery premises. The play area is located adjacent to the building, children use the front door and walk along the street, supervised by staff.

The nursery is registered to care for 66 children under eight years at any one time. There are currently 114 currently on roll. The nursery is open from 7.15am to 6pm all year round, except public holidays and between Christmas and New Year. Children from all areas can attend the nursery. The nursery receives support the Local Authority on a regular basis. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are 17 members of staff, all of whom early years qualifications ranging from Level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery provides a warm, nurturing and inclusive environment where children are happy and settled. Staff have a clear understanding of children's care and learning needs, which ensures good outcomes in children's care and learning. Staff work closely with parents and others to make sure they have a detailed knowledge of each child's needs. There are successful systems in place to monitor and evaluate the practice and these take into account the views of children, families and staff. Consequently, the capacity to make continuous improvement is good.

What steps need to be taken to improve provision further?

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

- build upon existing systems for monitoring children's progress to show how children's next steps are effectively addressed
- increase children's opportunities to develop and practise early writing and mark making by having greater access to writing tools.

The effectiveness of leadership and management of the early years provision

The setting's arrangements for safeguarding children are good. All staff have appropriate knowledge of how to identify and refer children at risk of abuse or neglect through updated training and a written policy which is shared with parents. Children are further safeguarded by the settings robust recruitment, vetting and induction procedures which help to ensure the suitability of staff who work with the children. The inside and outside environment are subject to rigorous risk assessments that ensure risks to children are minimised. The premises are secure and a door bell system alerts staff to visitors, whom they then identify before allowing them access. Parental permission is sought regarding emergency health treatment and accident and medication records meet requirements.

Large colourful displays of children's artwork are available throughout the nursery which gives both children and parents a comprehensive and visual display of children's learning. Inclusive practice is promoted through an effective key person system, ensuring children's care is met and activities provided are interesting and support their overall learning needs. Partnership with parents and carers is strong. All parents are actively involved in their children's progress as they can access their development folders freely and have been invited to include their own observations from home. Staff are part of the 'Every Child a Talker' programme (ECAT) and this has led to considerable involvement from the parents. For example, Saturday library visits are enjoyed which staff also attend, workshops delivered by the speech therapist have also been of great benefit to some of the parents. Staff provide parents with scrapbooks to take home, toys sacks and song bags with the specific aim of promoting speech and language at home. An annual parents evening enables them to review their child's progress with their key person, however, there is an effective verbal communication on a daily basis. Parents value the good level of written and verbal feedback they receive from staff and state that staff are 'friendly and approachable' and 'clearly committed to their work'. The nursery also works well in partnership with other settings locally, to provide smooth transitions for children and to support continuity in their learning and progression.

Staff opinions and views from parents about the nursery are used to inform the self-evaluation processes, as well as, advice and guidance from local authority advisors. The staff team demonstrate a shared commitment to developing good quality practice and have evaluated their provision carefully to promote improvement. Recommendations from the last inspection have been addressed fully ensuring children's welfare is effectively safeguarded and their learning and development promoted well.

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

Staff have a secure understanding of the Early Years Foundation Stage and use the key person system effectively to support children in achieving good outcomes. Sensitive observations of the children as they learn through play are completed by their key person and identify children's interests and styles of learning. Planning is effective as it is led by children's current interests and information gained from discussion with parents. Assessment records show a clear progression in children's learning and development. Staff take time to consolidate children learning and in doing so identify their next steps accurately. However, although, it is clear that staff develop plans in order to meet children's next steps, this is not always shown in the children's development records.

Children are very happy and settled in this warm and welcoming environment. They clearly enjoy time with their friends and many of the younger children enjoy a cuddle with familiar staff. Staff in the baby room are very attentive to the needs of the children, they confer daily with parents regarding children's care needs and actively implement strategies discussed. The babies are very secure in their relationships with staff and their developing enjoyment of being with others is evident. Some of the babies are delighted as they create sounds banging the metal pots and pans whilst others have pleasure in watching them with the added security of their key person. Young babies are able to explore different textures through the messy play activities, such as, jelly and corn flour and water. Staff are very responsive to the children's interest. For example, after the yoghurt play activity did not go as well as expected, the staff did not pursue it further but happily moved onto another activity which generated more interest. Positive interaction helps the children to become confident and to develop their communication skills, as staff talk to them continually during their activities, copy the gurgling and babbling sounds they make and respond immediately to facial expressions and body language. The babies are taken outside daily to experience a new environment, enjoy fresh air and observe their surrounding.

Throughout the toddler and pre school rooms there is a good range of activities and resources available for the children to make their own choices. Independence is promoted well as they choose songs they want to sing and have responsibilities, such as, tidying and clearing away at the end of the activity. Children count well and problem solve as they calculate the number of boys and girls in the group and work out whether there are more boys than girls. Children are extremely friendly and confident and are learning to communicate effectively. They speak clearly to one another and are beginning to understand letter sounds as they sound out the initial letter of their name. Children's opportunities to develop and practise writing skills as they play is not fully promoted as writing tools are not made available in all areas. Children's natural curiosity is fostered well as they experience the thrill of releasing butterflies outside after they have carefully nurtured them through their life cycle. Staff have worked hard to make provision for outdoor play using an area at the side of the building, which has created an interesting and useable space for children to carry on their learning outdoors. Children are consistently exposed to activities and resources to help them learn about differing lifestyles and cultural

events. Toys and equipment reflect positive images and diversity. Children are learning to consider and value one another through discussions and activities with their peers. This positive approach fosters children's development. Children develop a keen interest in programmable resources and concentrate well as they work through simple programmes on the computer.

Children are learning to play cooperatively with others, be kind and take turns. They respond well to boundaries and feel secure knowing what they can and cannot do because they are reminded of expected behaviour. For example, pre school children remind one another of the rules in the setting, such as, not to snatch toys and to help at tidy up time. Children frequently receive praise and encouragement from staff for their achievements which helps to build their self esteem and confidence. Meals are freshly prepared, are appetising and nutritionally balanced. Pre school children take responsibility in serving their own meals which promotes their independence and self-help skills. Babies food is prepared according to their stage of development and in discussion with parents. The children are becoming aware of the importance of personal hygiene as they wash their hands frequently, use tissues for noses and brush their teeth after lunch. Children are actively involved in keeping themselves safe. They are encouraged to share toys, not to run indoors and to look after the toys and equipment. Regular evacuation drills are helping the children to learn what to do in an emergency.

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