

Trinity Treetots Nursery

Inspection report for early years provision

Unique reference number

EY415870

Inspection date

23/06/2011

Inspector

Liz Owen

Setting address

Trinity Primary School, Barricombe Drive, HEREFORD, HR4
0NU

Telephone number

01432276229

Email

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 Treetots Nursery is privately owned and managed. It was registered in 2011 and operates from a porta cabin on a school site. Children have access to an enclosed outdoor play area. The nursery is open each weekday from 9am to 3pm, term time only. The premises are accessible.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 30 children may attend at any one time. There are currently 61 children aged from two years to under five years on roll, some in part-time places. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language.

There are six staff plus an administration assistant. All members of staff hold appropriate qualifications either National Nursery Examination Board or National Vocational Qualification Level 3. The nursery receives support from the local authority and is a member of the National Day Nurseries Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children settle well and make exceedingly good developmental progress because they received an excellent level of care from experienced staff. Excellent systems are in place to ensure that all children's individual needs are routinely met; procedures to ensure the welfare of children are managed effectively and are evident through the exceedingly good practice used. Excellent partnerships with parents, carers and other agencies ensure children's individual needs are met. The management and staff team demonstrate an excellent capacity to make continuous improvement and sustain very high standards.

What steps need to be taken to improve provision further?

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

- developing a policy for transition and continuity which is shared with everyone involved but in and beyond the setting.

The effectiveness of leadership and management of the early years provision

Children are exceedingly well protected because there are excellent systems in place to safeguard children. Staff understand possible signs of abuse and know what to do if they have concerns about a child. Recruitment and vetting arrangements are robust and staff annually complete a declaration of suitability. The premises are very safe, secure and well maintained. Risk assessments and

safety checks are well managed so that children learn to manage acceptable risks safely. For example, children are involved in carrying out risk assessments and puppets have been used to help children talk about safety issues within the environment. Consequently, children are learning to keep themselves safe. Systems for monitoring and evaluating the excellent practice used within the setting clearly reflect the management and staffs understanding of the Early Years Foundation Stage and the effective way training is used to improve practice and outcomes for children. The management is proactive in evaluating recommendations made at previous inspections to ensure the best possible outcomes for children result from the action taken.

Children thrive and make excellent progress towards the early learning goals because a high level of care and consideration is given to their individual needs. The effective key worker system means that staff have an excellent understanding of the children in their key groups. This allows them to plan a curriculum that clearly recognises children as unique individuals. Resources and activities are used imaginatively to support the curriculum and to engage children's interest so they are well-motivated, active learners. The staff group work together as a cohesive team they are exceedingly well supported by the inspirational manager who is extremely knowledgeable about children's care and development. The staff skills and knowledge base continues to be improved through training. This enables them to fully support all children and maintain an inclusive provision where all children and families are welcomed.

A highly positive relationship with all groups of parents, carers and other professionals contributes to children's achievement, well-being and development. The nursery values the role parents play in their child's well-being and development. They are encouraged to play a full and active role in their child's learning and social events with parents help develop a community spirit within the provision. Parents and carers are encouraged to share what they know about their child when they first start at the setting this information helps staff develop an excellent knowledge of each child's background and needs. There are excellent systems in place to inform parents and carers on all aspects of their child's well-being and development. Parents are able to access children's learning records and to add comments of their own in relation to their child's achievements. For example, parents help their children create a timeline of activities they take part in at home using photographs and captions.

The management has been proactive in developing links with other practitioners, schools and professionals. For example, support from the speech and language therapist has helped staff learn new strategies for supporting children's language development. Strong links with the local school helps children as they move from the nursery into full-time school. Information on children's welfare and development is shared with other settings children attend. Although children are exceedingly well supported at times of transition the provision has not yet developed a policy to support all aspects of transition and continuity even further.

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

Children's care and development is exceedingly well nurtured so that children become competent learners who are resilient, capable, confident and self-assured. This is achieved because children are cared for and learn in an environment that enriches the opportunities they have to take responsibility for their own learning. The way in which children learn is monitored and reviewed so that the organisation of the provision and the teaching of the curriculum meets the needs of the children. Children's progress and understanding is assessed through observations of how children use their knowledge and skills they have acquired in other aspects of their play. The wonderful and imaginative outside learning environment captures children's interest and allows them to learn in ways that are right for each individual child. For example, children that learn best through physical exploration and constructive play make extensive use of the construction area. They are developing their problem-solving skills and use of tools as they find ways to attach a wooden door to the construction shed or use brushes, rollers and cans of water to paint the shed. In other areas of the garden a 'Veterinary surgery' is setup so that children can play imaginatively and demonstrate their caring and nurturing. The outside environment is thoroughly enjoyed by children as they engage in busy, purposeful play. They are developing exemplary dispositions and attitudes towards learning.

Children are developing excellent skills for the future. They demonstrate a high level of independence and ability to negotiate with others and play harmoniously. They are developing good social skills through practical everyday routines. Staff are skilled in supporting children's learning. The praise and encouragement children receive promotes their self-confidence and feeling of self-worth. The staff understand when to intervene to support children's play, when to extend resources and when to let children develop their own ideas. They use open questions well to enable children to develop their language for thinking and communicating. Children learn that writing has a purpose such as writing party invitations. The well-equipped writing areas both indoors and outside provide excellent opportunities for children to use a range of writing materials. Children are developing their use of mathematical language and concepts which is evident in all aspects of their play. For example, during construction activities children talk about size and shape or when climbing over and under the spiders web to get into the 'Spiders den' they understand and use positional language. Children use simple science and technology equipment learning how magnets work or using computers and other interactive equipment. Children learn about the community in which they live. The display entitled 'We live in Hereford' provided good examples of how activities are used to cover all areas of learning with designs and models of houses, pictures drawn by children, photographs of buildings and a map of the area. Children learn about the wider world as they engage with natural materials, living plants and animals. Resources and activities raise children's awareness of diversity and the society in which they live.

Children's health and well-being is exceedingly well supported through the promotion of a healthy diet and exercise. The staff provide children with

opportunities to develop their small and large muscle movements using a range of activities and equipment. Following information and guidance on children's physical development the layout of some activities has been reviewed and changes made so that children develop their use of large muscles to reach and stretch when participating in activities such as painting and using dough. Children's mobility and coordination develops as they use the outside play environment, moving freely around as they play imaginatively or as they purposefully climb, balance and jump.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

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

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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

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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