

Trinity Day Care Nursery

Inspection report for early years provision

Unique reference number	132393
Inspection date	20/09/2011
Inspector	Clair Stockings

Setting address	East Avenue, Manor Park, London, E12 6SJ
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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 Day Care Nursery was registered in 2007. It operates from a community centre and is located in Manor Park in the London borough of Newham. An enclosed outdoor play area is available. The nursery is funded to provide free early education to children aged two, three and four years. The nursery is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. The nursery is open each weekday from 8am to 6pm throughout the year. A maximum of 40 children in the early years age range, of whom no more than 24 under the age of two years, may attend at any one time. Currently there are 45 children on roll aged from seven months to four years. The nursery currently supports a number of children learning English as an additional language. A total of 16 staff work with the children, of whom 15 hold relevant early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The management and staff team successfully promote most aspects of the Early Years Foundation Stage framework requirements within the suitable and inclusive environment. Children are making good progress in their learning and development. Children's individual needs are met well as a result of the good quality care they receive and the effective way the staff work with parents. The management team demonstrate an effective awareness of their strengths, but have not identified the weakness in their documentation. Overall, the staff have good capacity to self-evaluate the practice with children and work towards continuous improvement for benefit of all children.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure the record of risk assessment includes details of when and by whom it has been checked (Suitable premises, environment and equipment) 21/10/2011

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

- further review the planning and evaluation of activities to enhance all children's progress towards the Early Learning Goals
- extend self-evaluation in order to identify more accurately where systems need improvement, taking full account of the views of the provisions? users.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and well protected in the nursery as staff demonstrate a good understanding of procedures to protect children in their care. Staff are aware appropriate procedures should they have concerns about children in their care. Recruitment and vetting procedures are sound in order to check that staff are safe and suitable to work with young children. Although staff are vigilant in carrying out regular daily safety checks to monitor that children are safe, the record of risk assessment does not include recording when and by whom this has been carried out, in line with the requirements of the Early Years Foundation Stage. Staff are generally knowledgeable about the Early Years Foundation Stage and use this knowledge effectively to support children in their learning. Staff make competent use of observations to identify individual children's next steps in all required areas of learning. However, the planning of activities is currently not fully reviewed and evaluated to further enhance all children's learning experiences. The environment is well organised, so resources are readily accessible to children. This organisation allows children to move safely around the nursery, to play in areas of their choice and to make independent choices.

Partnerships with parents and carers are good. Parents speak warmly of the staff and feel well informed of their children's progress. This effective two way communication helps promote good outcomes for children. The manager has established effective links with schools in order to support children's transition. Staff promote inclusion well, for example, by planning activities to promote use of positive images of cultural diversity. This helps to give children and all families a strong sense of belonging and of being valued. The diverse staff team provide effective support for children learning English as an additional language. Staff ensure all children are included and involved in the activities offered by taking into account their individual interests and developmental needs. The manager demonstrates a strong commitment to driving and implementing improvement in order to enhance the outcomes for children. The self-evaluation process reflects much accurate monitoring of what the setting does well and what needs to be improved. However, at present this process is not sufficiently extensive in order to identify accurately where all systems need improvement. The views of staff and parents are considered, for example, together with greater consultation with the children. Overall, the recommendations from the last inspection have been addressed.

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

Children's learning and development are promoted well. The environment is organised effectively to accommodate children's play, and children freely access a wide range of interesting resources from low-level tables to extend their play. Children are supported well by staff who readily involve themselves in the children's chosen play activities. Relationships are good. As a result, children are

enthusiastic in their approach to learning and confidently express their ideas. Children successfully develop their spoken language through frequent conversations and answering appropriate questions posed by staff. Children develop effective understanding of written language through the use of books, labels and signs. Children enjoy developing their creative skills by using paints, dough and dressing up clothes. Children have good access to information and communication technology to support their learning. This contributes effectively in helping children acquire appropriate skills for their future lives. Children practise their numeracy skills well through practical activities, for example, when playing with dough they count the number of rolled pieces, without prompting. Staff help children develop a good understanding of healthy lifestyles. Children benefit from regular fresh air and exercise during outdoor play. A healthy and nutritious snack is provided at snack time. Children have access to fresh drinking water, help themselves when they are thirsty, so understanding their personal needs. Children are developing an understanding of the importance of personal hygiene well as they are taught to wash their hands before eating and after using the toilet. Children's emotional well-being is nurtured by the warm and purposeful interaction of the staff. They take a consistent approach, so that children develop good knowledge of what is expected and behave well. Many children play co-operatively, taking turns and demonstrating respect for each other. They contribute to the welfare of others as they help to tidy away at the end of the session. Children learn about safety through regular fire evacuation practice. In addition, children use a range of utensils and resources safely, supported by attentive staff.

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

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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