

Trinity Childcare

Inspection report for early years provision

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Inspector

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Type of setting

Childcare - Non-Domestic

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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 Childcare operates from the premises at Trinity Church Hall in Surrey Docks, in the Borough of Southwark. The nursery has sole use during the day, of a large hall, two smaller rooms, a computer room, kitchen and toilet facilities. There is an enclosed garden for the pre-school children. The larger hall is used by other user groups at the weekend and one or two evening in the week. The nursery is open each weekday from 8.00am to 6.00pm, 48 weeks of the year and provides part-time and full-time day care for children aged from two years to school age. Out of school care is also provided for children before and after school and during the holidays.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of 42 children under eight years; of these, 35 may be in the early years age range of which 16 may be two years and none may be under two years at any one time. There are currently 37 children on roll in the early years age group. The nursery supports children with special education learning needs and/or disabilities and children who are learning English as an additional language.

A team of 10 staff are currently employed at the nursery including the owners, manager and cook. Seven staff working directly with the children hold a level 3 qualification in childcare and two are working towards their level 2 qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery has close working relationships with parents and other early years professionals. Staff use their good knowledge of the children and families who attend to meet the needs of individual children. Activities and experiences are well planned and help children to make good overall progress in their learning, in relation to their starting points and capabilities. A strong emphasis is placed on children's safety and welfare which is underpinned by comprehensive policy and procedural documentation. The management and staff team are committed to providing children with good quality care and to continually improve outcomes for children. They aim to achieve this through on-going self-evaluation, working with the local authority and attending training.

What steps need to be taken to improve provision further?

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

- increase the use of picture and written labelling on resources and equipment to help extend children's awareness that text carries meaning

- explore different ways of motivating boys to make more use of mark making activities and encourage children to write their own names on their art work.

The effectiveness of leadership and management of the early years provision

Children are well safeguarded whilst attending the nursery because adults caring for them receive on-going training and have a robust knowledge of child protection issues. Supporting records, policies and procedures are in line with Local Safeguarding Children Board procedures, understood by all and reviewed on a regular basis. Rigorous recruitment procedures help to ensure that all adults working with children are suitable to do. Six members of staff currently hold an up-to-date first aid qualification and others are waiting to attend training. Regular risk assessments of the premises and equipment enable staff to identify possible hazards and take appropriate action to keep children safe. All required documentation is in place, is well maintained and includes comprehensive written policies and procedures.

The nursery welcomes all children and families and fully promotes inclusion, There are effective procedures in place to help children settle into nursery life and to establish good relationships with parents. Staff work with parents to gain information about children's backgrounds, needs and starting points. Also to keep them well informed about their children's progress. Parents are very positive about the nursery and know their children are happy and progressing well, due to good levels of information shared with them. Staff work closely with the Early Intervention Team and Speech and Language therapists to support children with additional learning needs and disabilities. This ensures children receive good levels of support at an early stage. The nursery has close links with other early years setting children attend and regularly shares information to ensure consistency in children's learning.

The hall is set with a wide variety of activities and play resources which cover the six areas of learning and encourage children to be active and independent learners. Good deployment of resources and staff enable children to move freely around the setting and to feel safe and secure. Staff use signs, symbols and posters to support children's learning, although limited use is made of labelling. They display children's art work to give them a sense of their importance and value. The staff team work well together and build up secure relationships with children. They demonstrate a strong commitment to providing good quality care and to continually improve outcomes for children. All staff are involved in the self-evaluation process. They regularly seek advice from their local authority advisor and attend regular training courses to enhance their professional development.

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

Children make good overall progress towards the early learning goals because practitioners have good information about their starting points, observe them closely and carefully plan to meet their individual needs. Children with special educational needs are fully integrated into the setting and are provided with good support. Observation and assessment is used effectively to plan activities that are linked to the six areas of learning. Activities are also based on children's likes and interests and support the next steps in their learning. Staff take turns to organise the weekly planning to ensure that activities support the identified next steps in their key children's learning. Children have opportunities for indoor and outdoor play for part of the day.

Children are very settled and engage well in their play. They develop close relationships with their key persons, who are very familiar with their individual needs and provide emotional and practical support. As a result, children are happy, feel safe and demonstrate a strong sense of belonging. Children are developing good communication skills because staff spend a lot of time playing with them, talking to them and extending their learning. For example, in the role play area a member of staff models for the children as they have great fun pretending to be hairdressers. Children are becoming increasingly confident, engaging in conversations with adults and talking to one another during their play. Practitioners are confident in using signs and visual aids to support children who are less able to communicate. Children enjoy singing songs, looking at books and listening to their favourite stories. However, the lack of picture and written labelling on resources and equipment means that opportunities are missed to increase children's awareness that text carries meaning. Although children have a variety of opportunities for mark-making, these activities tend to be used more by girls than boys. Children are encouraged to find their name cards on arrival at nursery and on their place mats at meal times, but are not supported to write their own names on their art work. Many children confidently count to ten and beyond. They recognise numbers out of sequence and enjoy using puzzles and various construction resources for problem solving. Children have fun learning about the nature and the local community on regular trips to the near by farm, woodlands, park and river. They have opportunities to use computers and to broaden their knowledge of diversity and the wider world through the celebration of different festival.

Children are encouraged to adopt healthy lifestyles and learn about staying safe. They understand the importance of good personal hygiene routines such as hand washing after using the toilet and before meal time. Children have opportunities to play outside in the fresh air on a daily basis. Staff teach them to be active and to understand the benefits of physical activity both outdoors and indoors. Children are confident at balancing, climbing up and down the various apparatus and riding on bikes. The nursery promotes healthy eating and encourages children to make healthy choices about what they eat. Meals are prepared and cooked freshly each day by the nursery cook and are enjoyed by the children. Menus are varied and nutritious. Staff sit with children at meal times and encourage them to serve

themselves. Children have access to their own named water bottles throughout the day and are provided with fresh fruit at snack time. The nursery has good systems in place to ensure children's special dietary needs are met. Adults act as good role models, build up secure relationships with children and consistently praise and encourage their achievements. Consequently children enjoy their time spent at the nursery as they develop the important skills they require to support their future learning.

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