

Trinity Day Nursery

156 Trinity Street, Gainsborough, DN21 1JP

Inspection date

Previous inspection date

17/09/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Children make good progress in their learning and development as staff create purposeful learning experiences for all children to engage in. Clear planning, observation and assessment systems ensure every child achieves to their full potential.
- Partnership working in the wider context is effective, resulting in an integrated approach to children's care, learning and development.
- The setting's robust process of self-evaluation and highly effective monitoring systems, ensure targets for future development are identified and continuous improvements made.
- Clear safeguarding procedures are in place creating an environment where children feel safe, settled and secure.

It is not yet outstanding because

- The outside area has yet to be further developed, to fully create a stimulating, well-resourced environment for younger children.
- Staff do not always make full use of everyday opportunities to further develop children's independence with their health and self-care skills.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in the baby lounge, 'Grandma's Snug, Grandpa's Study' and the outside learning environment.
- The inspector spoke with staff from each room and she held a meeting with the registered provider and the manager.
- The inspector looked at children's observational assessment records and planning systems. She also looked at relevant documentation, including information used to assess the suitability of staff and the setting's self-evaluation form.
- The inspector also took into account the views of parents and carers spoken to during the inspection.

Inspector

Melanie Arnold

Full Report

Information about the setting

Trinity Street Day Nursery was registered in 2012. It is privately owned and operates from converted premises in Gainsborough, Lincolnshire. The building is accessible and children are cared for on the ground and first floor in different rooms according to their age. Access to the first floor is via stairs. There is an enclosed outdoor play area.

The nursery is registered on the Early Years Register and opens weekdays from 8am to 6pm all year round, with the exception of public holidays and Christmas week. There are currently 40 children on roll, all of whom are within the early years age range. The nursery supports children with special educational needs and/or disabilities and those for whom English is an additional language. It receives funding for the provision of free education for children aged two, three and four years.

The nursery employs eight childcare staff. Of these, the registered provider holds Early Years Professional Status and all other staff hold appropriate early years qualifications at level 3. The setting receives support from the local authority.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- develop further the organisation of a stimulating and well-resourced outdoor environment to fully support children's all round development, with specific regard to babies
- ensure staff fully utilise every opportunity during the daily routine to further develop children's independence with their health and self-care skills.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are motivated to learn as staff engage in play with them, creating purposeful learning experiences. Staff use ongoing observational assessments to monitor the progress children make across all seven areas of learning from their starting points. Each child's key person uses this information to identify possible gaps in children's learning and their next steps for development. Staff use this information to then plan an interesting range of adult-led activities to meet each child's specific needs. These monitoring systems also enable staff to identify children, who are not making expected levels of progress and provide additional targeted support where needed to aid their progression. Partnership working with parents, carers and outside agencies results in the continued support and development of children with special educational needs and/or disabilities and prevents them from falling further behind. Children with English as an additional language are also fully integrated into the setting. Staff work with these children to develop their knowledge and use of the English language, which helps them to move forward in their development. This results in every child achieving to their full potential. Parents and carers are kept closely informed about their children's progress and development through the continuous exchange of information and a progress report at age two. Parents are also provided with information about future activities and ways in which they can extend and support their children's learning at home.

Opportunities for children to develop their early writing skills are provided, both inside and outside. A portable writing materials box, which has recently been introduced has provoked older children's, especially boys, interest in making marks on paper for the first time. Babies are encouraged to investigate and explore using their senses as they use their hands and implements to make marks and patterns in shaving foam. When a member of staff picks up a handful of shaving foam and claps her hands together, she advises the children that this looks like snow. The babies stand and giggle as they watch the member of staff do this again and again. Continuous discussion is promoted with all children, which develops their communication skills. Staff increase their use of questioning as children develop, providing further challenging experiences. In preparation for school, staff provide older children with opportunities to develop their knowledge of letter sounds during practical activities. Staff observe younger children and when a toddler looks up at the sky because they can hear a noise, the member of staff points and says 'aeroplane'. Children enjoy listening to stories, sometimes choosing to read books independently and sometimes within a group. During specific group story time sessions, children sit and listen intently to the story, with staff asking questions to maintain their interest and focus.

Mathematical language is incorporated into everyday events. For example, as children wait to go outside, they are encouraged to count how many children there are all together. Children confidently count the six children waiting. Staff then introduce some simple calculation skills as they say another child has joined them, so this will make one more. Children confirm that there are now seven children. When playing outside, three children find a snail each. A member of staff shows an interest and again incorporates basic mathematical language into the play experience by discussing which snail is small, which is medium and which is large. Children's use of numbers is also promoted as they play games. For example, during a game of 'What's the time Mr Wolf?' Children count out how many spaces they have to move as a child shouts out what the time is.

Children actively engage in outdoor play opportunities. They have fun digging in the digging area or sand, playing with water and using brushes to clean resources and to make marks and they enjoy climbing up the hill to the slide. They then proceed to slide down the slide or to stand on the side of the tunnel, where they jump off with the support and assistance of staff. Children freely access den making equipment and proceed to make a den within the tunnel under the slide. During the activity, children are encouraged to use their problem solving skills when they use a clothes prop to stop a crate from falling over at one end of their den. They are also encouraged to consider how to advise other children that they can only enter the den from one side. Staff discuss the use of a 'Stop' sign, which is then created and stuck to one end of the den. Babies are taken on regular walks around the local area and they too access daily opportunities for outside play. Although, an enclosed area is provided for younger children to safely play, it has yet to be fully organised to provide these children with access to a full range of resources covering all areas.

All children, including babies, are happy, settled and secure in their surroundings. They relate well to the staff and are developing their social skills as they interact and play with their peers. Each child is assigned a key person, who works closely with the child and their parents. The key person develops effective channels of communication with parents to ensure children's changing needs are continually met. Babies' individual routines are adhered to, with staff holding babies securely when they are bottle fed. This enables the youngest children to develop secure bonds and attachments with staff. Children's good behaviour is promoted through the reinforcement of clear rules and boundaries and through staff offering regular praise and encouragement. This promotes children's self-confidence and self-esteem. Children's independence is promoted as they freely access their own play materials and learn important skills, such as hand washing. However, staff do not always fully utilise everyday opportunities to further promote all children's self-care skills. For example, although, older children freely access and pour their own drinks, babies do not always have independent access to their own drinks. Instead of older children being encouraged to independently access their own aprons during messy play or being encouraged to put their own coats on for outdoor play, staff sometimes do this for them.

The effective deployment of staff ensures that children are fully supervised, which maintains their well-being. Children's awareness of safety is developing as staff encourage them to take calculated risks during their play. They are encouraged to develop a healthy lifestyle through the provision of meals and snacks. Fresh, home-cooked meals are prepared on the premises each day, with staff ensuring these meet children's individual dietary requirements. Children also enjoy eating foods from different countries and cultures, which enables them to learn about the wider society. Staff sit with the children at meal times, encouraging the use of good manners and promoting their social skills. They also discuss the benefits of healthy eating with the children. For example, at snack time, staff advise children that the oranges they are eating are very good for them as they contain lots of vitamins. Children help to plant and grow their own vegetables, which further promotes their awareness of healthy foods.

The effectiveness of the leadership and management of the early years provision

Leadership and management are very strong. The registered provider and manager are extremely dedicated and have high aspirations to provide an outstanding setting. This is creating a motivated staff team, where everyone is working together to improve standards of care and learning for all children. The setting's robust system of self-evaluation, which involves the views of all users, effectively monitors the whole provision, including the learning and development aspect. This leads to the clear identification of targets for future development. However, as the setting has only been operational for a matter of months, these targets have yet to be fully implemented and embedded in practice, in order to create an outstanding setting.

Children are cared for by a qualified staff team whose suitability has been assessed

through the setting's thorough recruitment, vetting and induction procedures. Staff appraisals and close monitoring of them by management enables their future training needs to be identified. The management team also regularly works with the children and staff, modelling very good practice. This sets high standards for staff to work towards. The setting's clear policies and procedures ensure that children's health and safety are protected. For example, staff are knowledgeable about child protection and potential hazards are identified and minimised through the setting's risk assessment procedures. Partnership working with outside agencies also ensures that children are safeguarded.

The setting is well organised, with each room set up to provide children with a homely environment. Children are cared for in different rooms according to age, with each room given a family, friendly name. For example, the baby lounge accommodates the babies, 'Grandma's Snug' is for children aged two to three years and 'Grandpa's Study' is for pre-school children. Children have free access to a developmentally appropriate range of toys and resources to meet their needs. The setting is securely maintained with staff monitoring access to the provision, vetting people at the door before allowing them access.

Children's individual needs are met as staff work in partnership with parents, carers and other professionals. Information is shared and exchanged to ensure that every child benefits from continuity of care and learning. Parents' comment positively about the setting and the standard of care their children receive. They confirm that their children are settled and happy. Also parents state that they are provided with clear information about their children's daily care and progress. All children, regardless of their backgrounds, beliefs, gender or ability, thrive as they develop the skills needed for their continued learning and development.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the

	Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met	The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met	The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY442539
Local authority	Lincolnshire
Inspection number	786977
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	80
Number of children on roll	40
Name of provider	Phoenix 21 Ltd
Date of previous inspection	Not applicable
Telephone number	01427677231

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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