

Trimdon Little Tykes Ltd

Trimdon House, Landreth Grove, Trimdon, Trimdon Station, County Durham, TS29 6QH

Inspection date	07/01/2014
Previous inspection date	20/05/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Children's speaking and listening skills are developing well as they are given plenty of stimulating opportunities to join in with songs, listen to stories and chat with staff about meaningful events.
- Staff provide a suitable level of praise and encouragement, which helps to build children's confidence and supports their understanding of acceptable behaviour.
- Staff identify and successfully minimise potential risks to children. They are aware of their responsibilities to protect children from abuse and neglect.

It is not yet good because

- The monitoring and performance management systems are not sufficiently robust to ensure the quality of assessment, planning and teaching are at a consistently good level to help children make optimum progress at all times of the day.
- Records containing information about Disclosure and Barring Service certificate numbers and dates of issue are not kept updated for all staff, which does not fully safeguard children's welfare.
- Opportunities for children to use reclaimed and open-ended materials outdoors have not been fully maximised.
- There is room to develop the partnership working with other early years providers and parents to fully promote children's learning and to inform planning for children's next steps.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector held discussions with the deputy manager and manager at the beginning of the inspection and throughout the day.
 - The inspector observed activities in both the nursery rooms and the outdoor area and spoke to staff and children.
 - The inspector held a separate meeting with the manager.
 - The inspector took account of the views of parents, both written and verbal, during the inspection.
- The inspector sampled children's assessment records and planning documentation,
- checked evidence of suitability and qualifications of staff working with children and looked at the nursery's self-evaluation form and some written policies.

Inspector

Karen Tervit

Full report

Information about the setting

Trimdon Little Tykes Ltd was registered in 2002 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Trimdon House, a community resource centre in the Trimdon area of Durham. The nursery is managed by a limited company. The nursery serves the local area and is accessible to all children. It operates from two childcare rooms and has an enclosed outdoor play area. There are seven members of staff, all of whom have appropriate early years qualifications at a level 3 or above. The nursery opens Monday to Friday, all year round, excluding bank holidays, from 7.45am until 6pm. Children attend for a variety of sessions. There are currently 34 children attending, of these 31 are in the early years age group.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the arrangements for the monitoring and reviewing of teaching, including the planning and assessment systems, so that weaknesses are quickly identified and action is taken to ensure consistently good practice in all nursery rooms throughout the day
- ensure that the record of staff's Disclosure and Barring Service check number and date of issue is kept up to date.

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

- enhance the outdoor learning environment further by offering a range of materials, which children can use and combine in their own way to meet their own purposes, for example, flexible and rigid pipes, logs and planks of wood, netting and cardboard boxes of different shapes and sizes
- explore further ways to help parents and other early years providers share what they know about children to promote a consistent approach to supporting children's learning and development, so that they continue to make the best possible progress.

Inspection judgements

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

Staff have a sound awareness of the revised Early Years Foundation Stage Framework and are using this reasonably well to enhance children's learning and development. They carry out observations on children to help identify the next stage in their learning and use relevant guidance to help track children's development. Mostly effective assessment of children's development helps staff to monitor children's progress. However, this practice is not always consistent particularly with younger children. Some activities provided for these children are not always matched to their individual needs and do not have suitable challenge to help them make the most progress possible. For example, staff notice that children show an interest in friction cars, however, they do not always support them fully in learning how to use them. Overall, the quality of teaching is satisfactory, however, this does vary and some staff demonstrate good skills at promoting children's learning.

Children are confident in approaching staff and others to ask questions or seek support. As a result, language and communication skills are developing well for all children. Staff give lots of positive praise and encouragement for children's achievements, which helps them to develop their self-esteem and understanding of how to behave well. This helps to support their personal, social and emotional development. Older children sit happily at mealtimes chatting to each other as they eat. Staff encourage children to practise putting on their own coats and aprons, which increases their physical skills and helps to develop their independence and gives them some of the necessary skills in readiness for school. Children are beginning to learn each other's names at circle time and confidently join in with a range of number songs. Older children thoroughly enjoy learning about polar bears. Staff follow this interest through as they read stories to children about polar bears, talk to them about how tall they grow and help them shred paper to make their igloos. Consequently, children remain engaged and interested as they decide how big the igloos need to be to fit in their polar bears. They learn that polar bears eat fish to keep them healthy, with staff encouraging children to think about the foods they need to eat to stay healthy. Children thoroughly enjoy gluing and sticking as they make their own polar bears, they handle glue sticks appropriately, with staff encouraging them to think about what they need next. All children receive suitable opportunities to make marks. For example, older children write down food orders in the home area, while babies use chunky chinks. Babies have plenty of space to develop their crawling and walking skills and enjoy exploring the different textures in simple board books and pressing the buttons on their torches. However, the outdoor area, particularly in the winter, does not always allow children to freely access reclaimed and natural resources that they can use, move and combine in a variety of ways. This means opportunities for children to play and explore imaginatively are less well-promoted.

Parents are encouraged to provide information about what their children know and can do when they first start at the nursery. This helps staff to establish some starting points for children's learning to help with planning for their next steps. Learning journals include observations, which are shared with parents to keep them informed of their child's progress. Regular progress reports give parents an overview of their child's development. Parents have suitable opportunities to be involved in their children's learning and development through daily conversations with staff as they collect their children. Most parents are aware that they can look at their child's learning journal at any time and are encouraged to take it home or add their own contribution. Staff look for new ways to encourage and enable parents to share information about what their child is doing at

home. However, as yet they are not yet fully engaging with all parents so they can maximise children's learning.

The contribution of the early years provision to the well-being of children

Children are happy and enjoy their time at the nursery as they learn to play together and socialise with each other. As a result, children are emotionally secure. Information is gathered from parents before children attend with regard to children's personal preferences and requirements, which supports the settling-in process. Children visit for short periods of time and are allowed to settle at their own pace. A suitable key person system ensures that children feel secure through trusting relationships with staff, who are caring and friendly. For example, staff in the baby area are fully aware of the signs that mean a young child is getting tired or needs to be reassured with a cuddle. Children get to know all staff well. For example, all children eat together at snack time, so they become familiar with all staff in the nursery. This ensures that children develop sound relationships with all staff and prepares them for their transitions when moving from one room to another. Alongside this resources are often shared, so younger children become familiar with what is available in older children's room.

Children learn about the wider world through discussions and activities. They celebrate various cultural and religious festivals and access resources reflecting positive images of diversity. Children access a bright, well-presented and welcoming environment. Resources are set out into areas of play, such as, craft, role play and construction. Children make their own choices about what they want to do, which helps them to develop their independence. The safety of children is given priority and they learn how to keep themselves safe. For example, staff give them timely reminders, such as how to sit properly on a chair, so that they do not fall and hurt themselves. They support babies in negotiating the small steps to the outdoor area safely. They regularly practise the emergency evacuation procedures. Children behave well and most play cooperatively with their friends. Staff take a consistent approach in their expectations for children's behaviour, so they learn what is acceptable. Children are given guidance for good health and self-care skills. For example, when children wash their hands staff talk to children about how to do it properly.

At lunchtime staff encourage children to be independent as possible, promoting self-help skills, in order to prepare them for transitions to other settings. For example, they support older children to pour their own drinks and encourage babies to feed themselves. Water is available in the nursery rooms, so that children can help themselves and remain hydrated. All children have daily opportunities to play outdoors and enjoy fresh air and exercise and this contributes to their health and well-being.

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

The management team demonstrate a suitable understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. They understand their responsibilities for safeguarding and all staff have completed recent appropriate child protection training. Consequently, all staff have an awareness of the procedures to follow if they are concerned about a child. A range of policies and procedures are in place to underpin staff practice and to keep parents informed about the provision. Security is good. The use of mobile telephones and cameras is carefully restricted to protect children. The arrival of any visitor is suitably monitored. Most staff hold a current first aid certificate and can take appropriate action in case of an accident. Satisfactory recruitment and vetting procedures check staff's suitability to work with children. However, records are not consistently kept and as a result, one member of staff's details has not been updated to include her Disclosure and Barring Service certificate number and date of issue. This is a legal requirement.

The manager and staff understand they have a responsibility to meet the safeguarding and welfare and learning and development requirements of the Early Years Foundation Stage. The management team are keen to develop the nursery. They work closely with the local authority advisory team, who regularly visit the nursery. Following on from the visits the nursery formulate action plans to improve. For example, they are currently working together to ensure that children's progress is consistently tracked throughout the nursery, however, this is still in the early stages of development. Since the last inspection, staff have made significant progress to develop some areas. For example, suitable risk assessments are in place to ensure that areas inside and outside are safe and clean for children before they arrive. This ensures that all areas are safely maintained.

Arrangements for the supervision and appraisal of staff are in place, however, these are not currently rigorous enough to identify when less confident members of staff need additional support and to ensure planning and assessment is completed consistently across all nursery rooms. Consequently, there are variations in the quality of teaching and learning. Staff are mostly suitably supported to attend training and on return, they share with each other what they have learnt, so all children benefit. For example, following forest school training the deputy manager instigated the development of an outdoor mud kitchen, which children enjoy using in the good weather. The manager has devised a self-evaluation document, involving staff, parents and children in the process. Consequently, the nursery demonstrates a suitable commitment to improve.

Suitable partnerships are in place with parents. Verbal information is shared between them and nursery staff each day and newsletters and invitations to special occasions at nursery also help to build positive partnerships. Staff develop some links with other provisions children attend, for example, they chat to staff and support children in learning new songs and writing their name correctly. However, these are not always fully effective with regard to ensuring continuity of learning for all children. Suitable partnerships with external agencies are in place to identify and meet children's needs, so that children who need it receive appropriate interventions and support.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. 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 monitored and inspected again within six 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	EY219613
Local authority	Durham
Inspection number	877375
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	22
Number of children on roll	34
Name of provider	Trimdon Little Tykes Ltd
Date of previous inspection	20/05/2011
Telephone number	01429 883304

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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, which are usually the childminder's 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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