

Trench Tots Neighbourhood Nursery

C/o The Sutherland School, Gibbons Road, TRENCH, Telford, Shropshire, TF2 7JR

Inspection date	11/03/2014
Previous inspection date	16/12/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Teaching is strong and consistent as staff use their skills and enthusiasm to ensure that children are constantly challenged and supported in reaching the next stage in their learning and development.
- Children are happy, motivated and eager to learn. They show good levels of curiosity and imagination, particularly in the outdoor environment.
- Children demonstrate positive behaviour and self-confidence as they learn to negotiate, compromise and help each other, developing empathy and concern for the needs of others.
- Strong and determined leadership and management is driving improvement, as management and accountability arrangements are clearly understood and consistently applied.

It is not yet outstanding because

- There is scope to further explore innovative ways of reflecting the information from parents about children's learning and achievement that takes place at home and including it in children's developmental records.
- Current arrangements for serving older children's main meals do not always support their awareness of portion control as they extend their tastes and diets.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed practice in all areas of the setting, indoors and outside, conducting joint observations with a senior room leader/deputy.
- The inspector spoke with children, staff and the manager during the course of the inspection.
- The inspector met with a representative of the board of directors responsible for the management of the provision to discuss leadership and management.
- The inspector took account of the views expressed by some parents spoken with during the inspection.
- The inspector carried out a safety check on the premises indoors and outside.
- The inspector examined a sample range of documentation, including some children's developmental and admission files, staff suitability and training records, risk assessments, policies and procedures.

Inspector

Patricia Webb

Full report

Information about the setting

Trench Tots Neighbourhood Nursery opened in 2004 and is registered on the Early Years Register and the compulsory part of the Childcare Register. It is situated in a self-contained demountable building in the grounds of Sutherland Secondary School in Trench, Telford. It is a limited company operating under the governance of a board of directors and serves the local community. There are three main care rooms with accessible enclosed areas available for outdoor play.

The nursery employs 16 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 2 and 3. Three staff, including the manager, hold foundation degrees at level 5. Additional administration and maintenance staff are also employed. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 100 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery receives support from the local authority, the Early Years advisory teacher and maintains close links with neighbouring schools.

What the setting needs to do to improve further

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

- explore further ways of reflecting information from parents about the achievements and special events that take place at home that contributes to children's learning and development

- review the mealtime arrangements for older children to enhance their awareness of portion control as they extend their tastes and try new foods.

Inspection judgements

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

Children make good progress in all areas of learning and development. Teaching is strong and effective in encouraging all children to be motivated, engaged and consequently achieving well, given their varying starting points and abilities. Skilled and very enthusiastic staff work well as a team to offer consistency and observe and assess children accurately. Where possible the progress check at age two is done in conjunction with the health development check completed by the health visitors. The information about children is shared appropriately in close partnership and consultation with parents. The

information from observations is used well to plan next steps for children and a tracking process enables staff to see at a glance where some gaps may be presenting or where some children may require further challenge and support. This ensures that no child gets left behind as staff work closely with parents and any other agencies and professionals to support their progress and arrange swift and appropriate intervention.

Babies engage actively with staff as they explore their environment. They delight in discovering the 'strange person' looking back at them from the low-level mirror and turn to familiar staff for reassurance as they develop their social and emotional skills. Planning takes account of their swift physical development as they roll cars and balls developing coordination and crawl to settle with staff as they enjoy books and songs together. Older children play actively indoors and outside, using all areas of the nursery to discover, experiment and learn. Eager and enthusiastic staff incite excitement, awe and wonder as they promote children to roll back the logs and seek out the worms and bugs. Highly effective questions from staff prompt children's thinking skills as they are supported in solving problems and thinking for themselves. When clambering in the pirate ship the member of staff asks how children might reach the next level, asking them to look and think about how they can climb further. Children recently found some potatoes when digging with gusto in soil and compost. Discussions ensued and children used reference books to identify the plants and the potatoes were later used for printing with paint. Such sequencing supports children in learning about the written word having meaning as they use the books and make connections in their learning.

Toddlers develop their mathematical concepts as they select the clothes to dress-up the dolls, matching the right clothes to the size of doll. Older children create their rail tracks, noting that all the twists and bends in the construction look like a letter 'S'. Children's communication and language development is strongly supported. Staff use constant chatter and conversation as they give running commentaries on the routines and activities. All children gain skills in communication as staff also skilfully implement non-verbal systems such as Makaton and pictorial time lines and routines. This supports all children with their communication, including children who may have additional home languages and those whose language skills are emerging. Parents have ready access to their children's learning and development folders, and often take these home to share with the family. They make written comments about how their children are progressing and verbally share information about children's achievements at home. This is not always reflected in the children's learning journey to fully illustrate the emphasis on how children's learning and development evolves as a partnership between home and the nursery.

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

Children's welfare and well-being are promoted well as they develop secure emotional attachments with their friendly and caring key persons. Parents deeply appreciate the way in which children's feelings and emotions are valued and respected. For instance where a child may show a particular connection or rapport with a member of staff other than their key worker, this can be changed to help the child to build the best possible relationships. When children are preparing for their move through the nursery, key staff take time to

discuss individual children's characters and needs, ensuring that transition is as smooth as possible. Parents find this a very reassuring approach, knowing that their child's needs and welfare are key considerations at such times.

Children's behaviour is exemplary as they are supported in managing strong feelings and emotions. Staff speak calmly and softly to help children to negotiate and compromise with each other. Children show empathy with their peers as for instance they pass round the milk and water jugs for pouring their drinks. They help their friends to find some resources and puzzle pieces, using good manners as a matter of course. Children are further supported in developing their independence as they attend to their own personal care, put on coats and appropriate clothing for outdoor play in all weathers. Staff weave the teaching constantly through such activities as children learn about right and left when putting on wellingtons and develop physical dexterity managing zips and fasteners. Children begin to gain a concept of time as clockwork timers are used to remind some of them about their toilet needs as staff recognise how engrossed children become in their activities.

Minor accidents and injuries to children are managed efficiently and swiftly by staff who hold appropriate first aid qualifications which are updated as required. They sensitively remind children about their continued good health as children recall why hand washing is important to get rid of the germs. They enjoy fresh air and active play every day and older children know how important this is for keeping fit. Children have regular healthy snacks and help themselves to drinks during the day. They help to prepare the table and count out cups and plates making sure there are enough requisites for everyone. This promotes their independence and develops a sense of responsibility, particularly helpful when preparing for full time school. Lunches are provided by an outside caterer and there is close liaison to ensure that any specific dietary needs, preference and allergies are fully known and adhered to in order to keep children safe and healthy. Some older children are being supported in extending their tastes and food experiences. The current process for serving meals involves plating each dinner in the kitchen and bringing them to the table. This means that, very occasionally, some children may struggle with the portion sizes, an issue which could be addressed more sensitively if staff were to support serving out at the table.

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

Following visits to the nursery from Ofsted on 15 February and 21 March 2013, we issued the provider with notices to improve that asked the provider to; address staff training and understanding of safeguarding policies and procedures; improve the understanding of the managing committee with regard to roles and responsibilities, including the monitoring and evaluation of the provision; ensure consistent records are maintained to ensure the safe and efficient management of the setting and that they are accessible and available; ensure the record of complaints is available to Ofsted on request, including steps to inform the committee of any complaints; ensure staffing arrangements meet the needs and safety of all children; improve the accident procedures and recording of accidents and first-aid treatment; implement clear policies and procedures for assessing

risks to children's safety, reviewing them regularly; improve the policies and procedures for administering non-prescription medication; improve procedures that ensure people looking after children are suitable to fulfil the requirements of their role; improve the staff supervision arrangements, encouraging the confidential discussions of sensitive issues; carry out staff appraisals to identify training issues and offer continued professional development for staff.

The newly elected board of directors was determined to address actions and raise the quality of the nursery's provision. They welcomed and followed the advice of their local authority early years improvement adviser, and sought further guidance from outside training agencies and consultancies. The board also showed a concerted commitment and ability to independently identify and make specific, well-targeted changes. Arrangements are in place to provide specific training to extend and consolidate the knowledge and understanding of the board of directors with regard to their legal responsibilities in meeting the Statutory Framework for the Early Years Foundation Stage. As a result, safeguarding arrangements in the nursery are rigorous and robust. All staff have received updated training in child protection and the policies and procedures have been fully reviewed and ratified by the board. Staff are confident and professional in the action they would take should they have concerns about any child's welfare. They are also secure in their knowledge of the procedures to be followed in the event of an allegation of abuse being made against a member of staff. A very strong emphasis is placed on staff recruitment and selection to ensure that staff are suitable and appropriately qualified and experienced. All of the required clearance checks are undertaken through the Disclosure and Barring Service and all relevant records are maintained to verify suitability. In addition, all newly elected board members have undergone, or are in the process of obtaining, such clearances. Staff appraisals are structured effectively to assess staff's on-going suitability. They understand the impact their personal conduct may have on their professional roles and are aware of the nursery policies and procedures regarding the use of social networking sites and maintaining a professional approach to their work at all times. Staffing ratios are maintained effectively at all times, ensuring the safe and diligent supervision of all children.

Children's safety is fully assured as staff follow the reviewed policies and procedures to constantly observe, assess and address any risks or hazards to children. Thorough risk assessments are conducted and any concerns noted are reported and attended to swiftly by the appointed maintenance person. Accident records are maintained in a formal and consistent way across the nursery. This ensures that all of the required information about minor accidents and injuries to any children is recorded and parents sign as an acknowledgement of having been informed. This includes recording information about any existing injuries children may arrive at nursery with, having discussed these with parents. Record forms are also completed when any medication is administered, including any paediatric painkiller medicine which parents provide. This ensures that children's health and well-being are promoted effectively. All of the legally required records, policies and procedures are in place and available for inspection to ensure the safe and efficient operation of the provision.

There have been significant changes to the membership of the board of directors. The new board is working cohesively with the manager and the staff team to drive forward

improvements in all aspects of the operation of the nursery. Regular and extraordinary meetings are held where necessary to assess how the nursery is operating within the safeguarding and welfare requirements of the Early Years Foundation Stage. Key officers on the board are assigned specific roles and duties and take these very seriously. They are accessing further training to hone their knowledge and understanding and liaise with Ofsted in an open and professional manner at all times. Appraisals are currently being conducted and staff speak very positively about the support they are receiving from all levels of management. They feel valued and participate eagerly in the appraisal process as they reflect on the impact that their consistent and professional practice has on children's early lives. The systematic monitoring and assessment of practice is instrumental in the development of the strong teaching and caring that takes place in this family-orientated nursery. This calibre of practice is evident in the staff and in the carefully selected apprentices who are already showing skill and passion for their chosen careers.

Parents speak very positively about the nursery, many using the provision for subsequent children. They also recall the support that they as a family receive, valuing highly the approach from staff in feeding back on a daily basis to keep them informed of their children's attainment. They are happy with the progress their children are making and deeply appreciate the links made with other schools their children will be moving on to. This ensures that children are well-prepared and ready for such big steps in their lives. The nursery is currently due to issue questionnaires in order to seek the views and opinions of parents, planning to use comments and information to inform further improvements. The recruitment drive for new board members was so successful that a 'Friends of Trench Tots' organisation has been created. The 'Friends' are supporting the nursery in its drive to fund raise and access improved facilities in the wake of building development due to take place on the site.

The Childcare Register

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

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	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	EY270242
Local authority	Telford & Wrekin
Inspection number	953941
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	44
Number of children on roll	100
Name of provider	Trench Tots Neighbourhood Nursery Limited
Date of previous inspection	16/12/2009
Telephone number	01952 270058 or 01952 273310

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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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