

Trinity Day Care Nursery

East Avenue, Manor Park, London, E12 6SJ

Inspection date

19/11/2014

Previous inspection date

20/09/2011

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

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| 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

- Staff engage parents well in their child's learning so they are aware of the progress they make.
- The management team implements robust recruitment and safeguarding policies and procedures to promote children's welfare.
- Staff develop warm relationships with parents. They share relevant information to make sure that children's care and learning needs are met.
- Staff plan suitable outdoor activities that encourage children to gain fresh air and exercise to support their physical development.

It is not yet good because

- Some staff use loud tones when directing children to certain tasks. As a result, children begin to shout and do not learn how to talk appropriately to each other.
- The quality of teaching in the pre-school room is inconsistent; some activities lack challenge and fail to maintain children's attention.
- Mealtimes and large group times are not effectively organised to prevent children becoming bored as they wait for food or to enable older children to serve themselves.
- The management failed to notify Ofsted of a significant event within the required timescale, which is a breach of requirements.

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 observed activities in all the playrooms of the nursery.
- The inspector viewed a range of documents, including evidence of staff suitability checks, accident logs and the policies and procedures of the nursery.
- The inspector held meetings and carried out a joint observation with the manager.
- The inspector spoke with staff, children and their parents throughout the inspection.

Inspector

Anahita Aderianwalla

Full report

Information about the setting

Trinity Day Care Nursery registered in 1994. It operates from a community centre in Manor Park, in the London Borough of Newham. The nursery serves the local community and surrounding areas. The nursery opens from 8am to 6pm from Monday to Friday, all year round except for bank holidays. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 92 children in the early years age range on roll. The nursery supports children with special educational needs and/or disabilities and also supports a number of children who speak English as an additional language. The nursery employs 14 members staff. Of these, 13 hold appropriate early years qualifications at levels 2, 3 and 5.

What the setting needs to do to improve further

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

- improve staff's skills in managing children's behaviour during large group activities, in particular at meal times

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

- strengthen the consistency and quality of teaching in the pre-school room, so that all children benefit from activities that fully engage and challenge them
- support all staff to consistently model being a good listener by listening to children and using a calm tone so children can learn to respond appropriately to promote their skills for communication and language
- encourage staff to establish daily routines that enable children to look after themselves, and become fully independent.

Inspection judgements

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

The nursery staff provide a welcoming and interesting environment for children, which adequately supports their development across the seven areas of learning. Throughout the nursery, staff present a reasonable range of resources in an inviting way. Consequently, most children engage in suitable activities when they arrive. Staff provide an appropriate

balance of adult-led and child-initiated activities. This means that children receive mostly attentive support from staff and make steady progress. However, the quality of teaching is variable. Some interactions between staff and children are not always effective in ensuring that learning experiences consistently promote children's ongoing development. In the younger age group, staff have a reasonable understanding of how children learn best and use suitable teaching skills to support the children as they learn. For example, they provide suitable space for babies to crawl and roll on soft mats, and climb on small equipment, so that they can develop and extend learning. However, the use of these teaching methods in the pre-school room is inconsistent. Staff do not always support all children sufficiently to make the most of the activities provided. As a result, some children occasionally show through their behaviour that they have become bored or disengaged, which has an impact on their capacity to learn.

Babies and children develop appropriate physical skills and enjoy opportunities to discover and explore. Children enjoy experimenting with different textures and materials, including dough and paint. Staff provide appropriate support and encouragement to develop their coordination and mobility. For example, they encourage babies to reach and extend their movements as they roll small soft balls away from them.

In general, children are supported in their acquisition of communication and language, and literacy skills. Staff use strategies, such as repetition, to encourage babies and young children to use simple words and form sentences. Older children are provided with some opportunities to hold meaningful conversations and listen attentively to staff, and each other, in small group activities. However, during the inspection, some staff instructing children during circle time used a loud tone of voice throughout the activity. They spent more time explaining what children should not do rather than engaging in the children exploring the resources and activities in the environment. A group activity became very disorganised and children lost interest quickly. Consequently, learning is not maximised for children to learn skills in listening and speaking.

Children are provided with a suitable selection of resources to encourage them to become aware of early writing skills, such as freely making marks as they play. For example, they use a variety of paints to make finger-printing pictures for a display. All rooms in the nursery are equipped with comfortable areas for children to share books with their friends. Older children enjoy looking at the books with each other and younger children show enthusiasm for the stories, which staff read to them. An effective use of expression and tone helps to keep children engaged and they join in with their favourite part of the story.

Children develop a sufficient understanding of mathematical concepts, such as 'More than', as they build and count bricks when building towers. Some children develop the skills needed to lead their own play and use their imagination. For example, they engaged in role play in the home corner during the inspection and pretended they were making meals for each other. Consequently, children generally develop an appropriate range of skills in preparation for their future learning.

Flexible planning for the younger age groups provides an adequate range of activities, which suitably promote the all-round development of the children. Staff use an appropriate system to regularly observe and assess children's development as they play.

This includes the completion of the required progress check for two-year-old children. This means that staff have a sufficient understanding of children's abilities. When children first start at the nursery, staff gather basic information from parents about their child's likes and dislikes. Staff are, therefore, able to appropriately plan activities for the child's initial sessions, which interest the children. This, along with an assessment of the child's capabilities, generally provides key persons with reasonable knowledge of each child's starting points. Key persons use relevant ongoing observation and assessment of children's abilities to identify next steps in development to help children to make progress.

Staff share sufficient information with parents about their child's learning and development on a daily basis. In addition, written assessments are regularly shared with parents. Therefore, parents are kept sufficiently informed about their child's progress. Strategies to further engage parents in their children's learning, such as 'Chatter bags', have been developed and help to promote continuity of learning at home.

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

Children benefit from the close relationships that they develop with staff because they feel secure and enjoy their time at the nursery. Staff make use of flexible settling-in procedures to allow time for children to become familiar with their key person. Furthermore, staff use this time to gather useful information from parents about children's likes and dislikes. Consequently, children settle well into the nursery. As a result, children are emotionally well prepared when they move on to school.

Staff at the nursery are caring, warm and attentive to the needs of the children. Babies enjoy cuddles, smiling affectionately at their key person, and older children laugh as they enjoy playing alongside staff. Older children develop warm friendships with each other. For example, they laugh and smile and share jokes together as they play, which demonstrates that they enjoy each other's company. Therefore, children are happy and enjoy their time at the nursery.

Staff are mostly polite and respectful. In general, they manage behaviour appropriately, although there are times when some staff speak too loudly to children, which affects how they behave. The staff use adequate strategies to support children to learn how to behave. For example, staff use appropriate language to promote positive behaviour, such as acknowledging children's listening and praising their achievements appropriately during most of the day. This helps the children to develop their self-esteem, and play cooperatively together. However, there are times during the daily routine when children's behaviour is not managed effectively, such as during mealtimes. The organisation of this routine means that children sit for prolonged periods waiting for their meals and become bored, disruptive and restless.

The indoor environment is arranged effectively to enable children to move safely and confidently. An adequate range of developmentally-appropriate resources is stored at children's height, which allows them to make choices as they play. This means that children become reasonably confident learners. Additionally, the children participate in fire

drills and are reminded about road safety during outings. As a result, staff provide reasonable opportunities for children to gain an understanding of risk and how to keep safe.

Children's understanding of good health is suitably promoted throughout the nursery. For example, children wash their hands prior to eating and after messy play activities. Children at the nursery develop appropriate self-care skills. Older children use toilet facilities by themselves and put on their own coats, and shoes and tidy up their toys. The nursery provides the children with a healthy range of snacks and meals, which are freshly prepared each day. Children can help themselves to fresh drinking water throughout the session. They develop an understanding of healthy diets through discussions, such as why they eat certain foods. Staff support babies during meal times and encourage them to feed themselves. However, older children are not fully encouraged to serve their own food. As a result, children's preparation to become increasingly independent and ready for school is not fully embraced during the whole day.

Children are provided with sufficient opportunities to move and play, both indoors and outside in all weathers, which helps to promote their physical skills. Regular outings and walks in the community provide further opportunities for children to be more physical. This helps to promote their well-being and physical development.

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

The management team has an adequate understanding of how to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. This means that, in general, children's welfare is suitably promoted within the nursery. The management team provides regular safeguarding training for staff to help them to protect children's welfare. This includes training about how to report any inappropriate behaviour of an adult towards children and what to do if an allegation is made against a member of staff. Consequently, staff have a sufficient understanding of the nursery's safeguarding policy and child protection procedures and who to report any concerns to in order to keep children safe. Additionally, the manager effectively implements appropriate recruitment policies and procedures to ensure that staff are suitable. Management and all staff are subject to suitable vetting procedures and checks prior to employment and have attended training to develop their understanding of how to keep children safe from harm.

Relevant policies and procedures are in place to support the running of the nursery, which the majority of staff implement well through their daily working practices. However, the management team has failed to notify Ofsted within the required timescale of a significant event. This is a breach of a legal requirement of the Early Years Foundation Stage and the Childcare Register. The staff conduct adequate risk assessments to identify any hazards and take appropriate action to keep children safe as they play both inside and outdoors.

The management team has a suitable understanding of its role in meeting the learning and development requirements of the Early Years Foundation Stage. The management

team provides adequate systems for the assessment and observation of children which help staff to ensure that they identify the next stages in children's development. The staff track the progress children make and this enables them to identify any concerns and implement appropriate support for a child's development. However, as the quality of teaching is variable throughout the nursery, children are not fully supported to make good progress.

There are appropriate arrangements in place to support and manage staff's performance. This includes a sound induction process that helps managers to support new staff to learn about nursery procedures. The management team monitors staff practice appropriately through supervision, discussions and annual appraisals conducted by the manager. Regular opportunities are provided for staff to attend training to extend their knowledge, understanding and skills. However, the management team has not used these procedures effectively to identify that some teaching methods in the nursery are inconsistently implemented. This means that some children are not effectively supported to make the most of the activities provided.

The management team is seeking to improve the quality of the nursery. The manager has highlighted some areas for improvement and reasonable action plans are in place to support the nursery to move forward. For example, they have new procedures added to their safeguarding policy that include how to conduct initial meetings with staff and parents, should any concerns arise, to fully safeguard children. They have also developed mini pre-inspections with Newham Council to highlight any areas of strength and weakness they may need to address. This demonstrates that the nursery management team has a sound understanding about the importance of raising the quality of the provision.

The staff have a sound knowledge and understanding of working in partnership with parents. Parents are generally happy with the care their children receive and comment positively about the nursery and staff. They state that their children enjoy coming and that the staff are caring and supportive. Staff are clear about the importance of working with other professionals to meet children's specific needs. They have positive relationships with outside agencies, including a speech and language therapist and the local advisory teacher. This means that the needs of children with special educational needs and/or disabilities are well met throughout the nursery.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure adults are aware of the requirement to inform Ofsted of any significant event which is likely to affect their suitability or any person caring for children on the premises (compulsory part of the Childcare Register)
- ensure adults are aware of the requirement to inform Ofsted of any significant event which is likely to affect their suitability or any person caring for children on the premises (voluntary part of the Childcare Register)

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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 | | There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration. |
| Not met | | There were no children present at the time of the inspection. 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 | 132393 |
| Local authority | Newham |
| Inspection number | 997536 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 8 |
| Total number of places | 72 |
| Number of children on roll | 92 |
| Name of provider | Trinity Community Centre |
| Date of previous inspection | 20/09/2011 |
| Telephone number | 020 8472 8947 |

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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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