

Trimdon Little Tykes Ltd

Trimdon House, Landreth Grove, Trimdon, TRIMDON STATION, County Durham, TS29 6QH

Inspection date	09/12/2014
Previous inspection date	07/01/2014

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Staff have a good understanding of how children learn and develop, and skilfully plan exciting activities to motivate them. Consequently, all children are developing the skills and dispositions they require to prepare them for their next steps in learning.
- Staff establish warm, affirmative relationships which give children the security they need to develop confidence, emotional stability and resilience.
- There are good monitoring and evaluation procedures in place. These contribute to the ongoing development and improvement of the provision.
- Staff form positive partnerships with parents that contribute to children's continuing achievement and well-being.
- Staff have a good understanding of their responsibilities and the procedures for protecting and keeping children safe. They implement robust safeguarding and child protection procedures, which ensures that children are kept safe at all times.

It is not yet outstanding because

- Staff do not exploit all opportunities to enhance the already good programme for communication and language even further; children cannot easily access the photographs that are displayed in nursery and kept in their records. This means they are not easily available to stimulate conversation and help children recall past events.
- Staff do not consistently give clear explanations about the consequences of children's behaviour. This means children's understanding of safety is not consistently reinforced

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 care in the childcare rooms.
- The inspector spoke to managers, staff and children.
- The inspector conducted a joint observation with the deputy manager.
- The inspector held meetings and discussions with the management team throughout the inspection.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation and other documentation.
- The inspector took account of the views of parents expressed through questionnaires and conversations during the inspection.

Inspector

Lindsey Pollock

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 eight 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 25 children attending, of these 16 are in the early years age group.

What the setting needs to do to improve further

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

- extend the educational programme for communication and language even further, for example, by using familiar photographs to introduce new words and encourage conversation and responses from children
- reinforce children's learning of the consequences of their behaviour by consistently giving clear explanations about safety.

Inspection judgements

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

The quality of teaching is good and staff meet children's learning and development needs well. They provide a wide range of activities and learning opportunities to ensure children have the knowledge and skills to be ready for school. From the outset they obtain details from parents about what their child can already do so they can identify starting points for each child. Staff then complete regular observations and precise assessments. This allows them to accurately plan exciting activities to challenge children according to their stage of development and help them make good progress. Arrangements are in place to complete the progress check for children aged between two and three years, when this is appropriate. Staff keep parents fully informed of their child's learning and achievements and both parties work well together to promote children's development. Parents comment very positively on the progress their children are making in their learning.

Staff help children to become skilful communicators who use language as a way of widening contacts, sharing feelings, experiences and thoughts. They interact very well with children. They engage in conversations with them and appreciate their efforts when they show their understanding of new words and phrases. Lovely photographs of the

children's activities are kept in learning journals. Children get much pleasure as they look at these with the inspector and talk animatedly as they recall experiences. However, photographs are not readily displayed or accessible at a low level in the play areas where children can see them easily. This means opportunities to encourage conversations are not used as well as possible. Children demonstrate impressive concentration skills in relation to their age. This is because activities excite and engage them and because they are given time to complete tasks to their own satisfaction and ideas. They create wonderful Christmas trees of their own design, carefully choosing which treats to stick on and show great willpower as they resist eating the decorations. Staff sit alongside the children and join in the fun. They encourage children to have a go at doing things for themselves and give lots of specific praise about how well children try and persist. This builds children's self-confidence and motivation.

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

Children's emotional well-being is supported well. Staff are very nurturing. They develop genuine bonds with the children and offer settled, close relationships. Children demonstrate secure attachments to the staff caring for them and are happy, secure and confident to explore and try out new things. Children benefit from well-planned introductory sessions, which are flexible to meet the individual needs of the child and their family. These sessions enable children to settle quickly and reassure parents their child will be well cared for.

Staff sensitively support children in learning to understand and manage their feelings. They set boundaries for their behaviour that are age appropriate and consistently enforced. They are good role models for children and their calm approach encourages children to be kind and caring to each other. Staff praise children and celebrate their achievements. This helps children develop a strong sense of self-worth. Staff recognise that over protectiveness can limit children's capacity to learn how to protect themselves from harm. They remove hazards not readily identifiable to young children and provide well-managed opportunities for appropriate risk taking to take place. For example, staff encourage children's use of climbing and balancing equipment in the outdoor areas while keeping a watchful eye on them. Staff teach children about how to keep themselves safe, for example, ensuring they know why they must sit down to eat their food and talking about road safety when they are on outings. However, they occasionally miss opportunities to reinforce this learning even further by explaining the possible consequences of their behaviour when they attempt to climb on furniture.

Children are supported well in developing a healthy lifestyle. The outdoor area allows children opportunity to be active and enjoy exploring while playing in the fresh air. Good use is made of areas within the local community to extend the opportunities to promote children's physical development. Children love using the village green for running around and organised activities and have great fun splashing in mud puddles they find when on walks. Staff protect children's health further by ensuring high standards of cleanliness are maintained to prevent the spread of infection.

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

The leadership and management of the nursery is good. The management team ensure the requirements of the Early Years Foundation Stage are successfully met to ensure children learn and develop well and are kept healthy and safe. Staff have a good understanding of their role in protecting children from harm. They are fully aware of what to do should they have a concern about children's welfare. There are secure procedures for recruitment and vetting of all staff working with children. All staff have a Disclosure and Barring Service check and a clear record is kept of these details. Staff take robust measures to identify and effectively minimise hazards to children. These include maintaining a safe and secure indoor and outdoor environment and ensuring children are appropriately supervised at all times.

The management team and staff have been very proactive in addressing the actions and recommendations made at their last inspection. As a result, children's learning and development is much improved and they are fully safeguarded. The nursery works very closely with their educational development officer and welcome and value her support and advice. They have also attended an Ofsted Getting to good seminar and visited a nearby nursery judged as outstanding to observe and speak to the practitioners working there. Self-evaluation arrangements are effective and take account of the opinions of staff, children and parents. This demonstrates willingness to bring about and maintain continuous improvement. Self-evaluation arrangements are effective and take account of the opinions of staff, children and parents. The management team have secure systems in place to monitor staff practice and their delivery of the learning and development requirements, including the systems for assessing children's progress. Arrangements are fully in place for supervision and appraisal sessions and for practice observations. This fosters a culture of mutual support and teamwork to promote the interest of children.

Partnerships with parents are strong. Staff spend time with parents at the beginning and end of the day, advising them about their children's activities and care needs. Consequently, parents are kept well informed about their children's progress. Parents' comments during the inspection show they are very happy with the care and education offered to their children. The nursery staff work hard to build partnerships with other providers of the Early Years Foundation Stage. This helps children to make progress in their learning and development.

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
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	EY219613
Local authority	Durham
Inspection number	962725
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	22
Number of children on roll	25
Name of provider	Trimdon Little Tykes Ltd
Date of previous inspection	07/01/2014
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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