

Trinity Corner Private Nursery

106 Rawling Road, Bensham, Gateshead, Tyne and Wear, NE8 4QR



Inspection date

22 May 2015

Previous inspection date

25 February 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff have very good knowledge of the Early Years Foundation Stage. Teaching is good and, as a result, all children make good progress. Staff respond quickly when children need extra support and interventions are put in place swiftly and effectively.
- Highly qualified and experienced staff support less qualified staff very well. All staff are encouraged to celebrate their strengths and share their knowledge across the team in order to improve practice.
- Behaviour throughout the setting is very good. The atmosphere is calm and all children demonstrate an understanding for rules and respond to the high expectations of staff.
- Staff help children understand how to keep themselves safe, how their bodies work and the importance of fresh air and exercise. Meals are healthy and nutritious and children are well supported to understand how to make healthy choices.
- Children are safe in the setting because staff know what to do if they have concerns about a child's welfare. Very effective processes are in place to support health and safety. Accident and incident recording and reporting procedures are robust.
- Partnerships with parents, schools and professionals are a strength of the setting. This close working ensures that children's needs are met and their learning is effectively supported.

It is not yet outstanding because:

- Staff do not always encourage children to think about their own solutions to simple problems as they arise during their play and learning activities.
- Children do not have direct access to a wider range of non-fiction texts as part of their play.

What the setting needs to do to improve further

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

- extend the opportunities for children to think about solutions to simple problems, such as how to deal with a spill of water, to help them develop thinking skills and their understanding of how to deal with everyday tasks
- provide a broader selection of non-fiction books and reading material that supports children's interests, further promoting reading for a purpose.

Inspection activities

- The inspector completed a joint observation with the manager and discussed the quality of teaching.
- The inspector spoke to the manager, staff, parents and children during the inspection.
- The inspector completed a tour of the setting and observed teaching and learning in all areas.
- The inspector viewed a range of policies, procedures, risk assessments, children's records, staff qualifications and suitability checks.

Inspector

Julia Matthew

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff know children well and plan activities and experiences, which are inspired by children's interests and next steps in learning. Children clearly enjoy exploring and investigating the sensory textures of bubbles, cream, sand and mud, both inside and outdoors. Staff play alongside children and are skilled at supporting communication and language development through questioning, explanation, repetition and commentary. Consequently, children become confident communicators, who are keen to express their ideas, thoughts and needs. However, occasionally when children are intrigued by issues, such as a spill of water, staff do not encourage them to be involved. Consequently, opportunities for children to think about how to deal with problems and to undertake small tasks are not fully extended. Children are very well prepared for school because staff ensure that they develop the skills they need to be ready for their reception year. Furthermore, through activities, events and visits, they involve parents and teachers, and support children to feel confident as they move on. Parents feel very well informed and involved in their children's learning.

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

Staff support children's emotional and physical development very well. They sensitively encourage children to develop confidence, self-assurance and self-help skills. Consequently, children develop independence, are motivated to learn and happy to try new activities and experiences. Good quality information about children's care, learning and development needs is collected when children start in the setting. Settling-in practices reflect individual and family needs and ensure that children and parents quickly feel secure in the setting. The environment, indoors and outdoors, is interesting and exciting for children. Resources, toys and tools are developmentally appropriate and attractively presented. High-quality books are available across the setting. However non-fiction texts are not always easily accessible for children to use to extend and link to their play.

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

Leadership is a strength in the setting. The manager and deputy work closely together to ensure that children develop well and their individual needs are met. Observations and assessments are reviewed for quality and accuracy. Individual and group progress is tracked to ensure that appropriate interventions are in place and any gaps in learning are planned for. Consequently, all children make good progress from their starting points. The manager is committed to continually improving the setting and values the views and ideas of children, parents and staff. Staff supervision and appraisal systems are robust. Individual targets for improvement are set and training impacts positively on practice. For example, following recent team training, there is a sharper focus on assessments of the characteristics of learning. Staff involve parents in assessing their children's learning and development. Parents can talk to staff or use feedback sheets in the nursery entrance to share children's 'wow' moments, experiences and achievements at home.

Setting details

Unique reference number	311876
Local authority	Gateshead
Inspection number	868050
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	66
Number of children on roll	139
Name of provider	Barbara Gerits
Date of previous inspection	25 February 2011
Telephone number	0191 477 6562

Trinity Corner Private Nursery was registered in 1997. The setting employs 19 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 3, including two who have Early Years Professional status. The setting opens from Monday to Friday all year round, with sessions from 7.15am until 6pm. The setting provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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