

# Trinity Treetots Nursery

Trinity Primary School, Barricombe Drive, HEREFORD, HR4 0NU



## Inspection date

26 June 2015

## Previous inspection date

23 June 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Outstanding	1
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is outstanding

- The manager is forward thinking and inspirational. She is quick to take on board new ideas and is always looking for ways to move the nursery forward to provide an exceptional, high-quality learning environment for children.
- It is evident that staff are dedicated to their roles. They are proud of their children's achievements and are eager to share them. They are highly qualified and attend copious amounts of training to further their knowledge. This has an extremely positive impact on the quality of teaching, and the innovative activities that they provide to support children in their learning.
- Children are extremely well supported in their move on to school. Staff work closely with the teachers. They carry out joint observations on children and share information with them relating to children's interests and learning. Children spend time becoming familiar with their school surroundings, as they take part in stay and play sessions and a teddy bear's picnic.
- Children are protected due to staff's in-depth knowledge and understanding of child protection policies and procedures. They read serious case reviews of incidents that have occurred in other nurseries. They discuss the findings and implement additional safety measures to ensure the continued safety of children in the nursery.
- Children thoroughly enjoy listening to stories which are told with intonation and the use of puppets. They excitedly join in their favourite parts as three goats trick the troll and cross a bridge. They laugh as the big bad wolf asks for a burger, because he is hungry and enthusiastically huff and puff to help him blow the little pigs' houses down.
- Children have a wonderful time in the construction area. They wear hard hats as they build with large wooden blocks. They use real tools, such as screw drivers to build and pretend to make cups of tea for their break using a real-sized kettle and large enamel mugs.

## **What the setting needs to do to improve further**

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

- maintain and improve the excellent practice, for example, by considering more ways for staff to share their skills and knowledge with each other.

## **Inspection activities**

- The inspector observed the quality of teaching and the impact this has on children's learning both indoors and outside.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and looked at relevant documentation including evidence of the suitability of staff to work in the nursery.
- The inspector spoke to the parents and children and took into account of their views.

## **Inspector**

Becky Johnson

## Inspection findings

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

Children are happy, well occupied and thrive in this invigorating and stimulating nursery. They make exceptional progress in their learning in readiness for school, given their starting points and individual capabilities. Staff are quick to extend activities to further children's learning. For example, they provide paper for children to draw plans of a house they are building in the sand. All staff are able to clearly differentiate between the ages and stages of children and provide activities geared to their individual needs. For example, some children are developing an excellent understanding of numbers. They are able to recognise groups of three and four, and numbers up to 53. They can add numbers together from two dice, and staff introduce mathematical words, such as add together to extend their learning further. Children's outside experiences are very well planned for, and they benefit from learning in the fresh air. They learn to balance on chain bridges and logs, and scramble over different sized wooden bars. Staff encourage children to think how they can get over the bars if they are too high and children fetch a box to stand on, so that they can reach. Children learn about nature. They use the school conservation area where they hunt under corrugated sheet for frogs and slow worms, and they fish in the pond for newts and tadpoles. Partnerships with parents are very strong. They are fully involved in their child's learning. Comprehensive information is shared with parents to encourage and support children's learning at home.

### **The contribution of the early years provision to the well-being of children is outstanding**

Children develop self-esteem due to the excellent support they receive from their key persons. Photographs and displays of their work further promote their sense of belonging. Children learn about healthy eating as they plant vegetables from seed. They learn to care for the plants and then harvest them to eat. Staff are positive role models and have high expectations of behaviour. They teach children good manners and fundamental values, such as, sharing and being polite and kind to each other. Children who have special educational needs and/or disabilities are supported well. Staff are extremely knowledgeable about how to meet individual children's needs. They work closely with outside agencies and implement methods, such as the use of signs and pictures, to aid communication. This ensures that every child is able to reach their full potential.

### **The effectiveness of the leadership and management of the early years provision is outstanding**

The manager regularly observes staff in their key-person role. She monitors children's progress and expects staff to be knowledgeable about how children learn. The manager recognises the benefit of providing more opportunities for staff to share their excellent knowledge and skills with each other, in order to maintain and improve their outstanding practice. The building is exceptionally well used, beautifully laid out and decorated. Interactive displays further add to the innovative and stimulating environment.

## Setting details

<b>Unique reference number</b>	EY415870
<b>Local authority</b>	Herefordshire
<b>Inspection number</b>	850043
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	28
<b>Number of children on roll</b>	55
<b>Name of provider</b>	Trinity Extended Services Community Interest Company
<b>Date of previous inspection</b>	23 June 2011
<b>Telephone number</b>	01432279420

Trinity Treetots Nursery was registered in 2011. It is situated in a mobile classroom within the grounds of Trinity primary school. The nursery is registered as a community interest company. The nursery employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 3, and one has Early Years Professional status. The nursery opens from Monday to Friday term time only. Sessions are from 9am until 3pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children who have special educational needs and/or disabilities.

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