

Trenance Childcare

Trenance Childrens Centre, Trenance Road, Newquay, Cornwall, TR7 2LU



Inspection date

24 February 2016

Previous inspection date

26 May 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The partnership with parents is good, including tailored support for those whose children have additional needs. There are many opportunities for parents to be involved in their children's learning.
- Staff plan activities carefully to meet the needs of each child, taking into account any individual and specific needs. The outdoor area is used very well to provide exciting learning opportunities for all children throughout the day.
- All the staff have an extremely flexible approach, which enables children to learn in a relaxed and comfortable environment. Children make good relationships and are confident.
- All the staff use a variety of ways to communicate with children, including sign language, to enable all children to understand and engage well.
- Children make good progress from their starting points and are very well prepared for the move to school.

It is not yet outstanding because:

- A back-up key-person system is set up to ensure that the youngest children always have a special person when their key person is absent. However, not all staff are sure who that person is, to better promote babies' secure attachments.
- The manager has not shared her secure knowledge of recent new government requirements as effectively as possible, to extend all staff's professional development.

What the setting needs to do to improve further

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

- improve systems to share information about new government requirements with all staff to extend their professional development
- make sure that all staff are aware of their role as back-up key person to ensure that the system works effectively to benefit the youngest children.

Inspection activities

- The inspectors observed activities and the quality of teaching and care in the classrooms and the outdoor area.
- The inspectors took into account the views of parents and carers spoken to on the day of the inspection.
- One inspector undertook a joint observation with the manager.
- The inspectors sampled a range of documentation, including attendance records, recruitment documentation, training and qualifications documents and policies.
- The inspector held discussions with the manager and deputy manager and spoke with children and staff at appropriate times during the inspection.

Inspector

Vivienne Ward

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. All staff attend child protection training and are fully aware of what they need to do if they have any safeguarding concerns. Induction and recruitment procedures are robust and vetting procedures for staff are thorough. The manager has a good overview of the educational programmes and uses information gathered from tracking and assessments to check children's progress well and identify any gaps in learning. The manager and staff attend regular training and monitor the impact of this to ensure that it has a positive effect on outcomes for children. The manager meets regularly with staff to support and monitor their work. The team has worked very hard to establish links with support services, primary schools and other settings children attend to help ensure an easy transition to school. The manager and all the staff have secure relationships with parents and carers. They use a variety of ways to share information and support parents in helping their children to extend their learning at home.

Quality of teaching, learning and assessment is good

The staff have a good understanding of how children learn and develop. They use observations well to plan activities to meet children's interests and individual learning needs. They promote children's communication and language skills well through play. For example, staff talk to children and introduce new vocabulary. They engage children in singing and rhymes and read stories with expression. Children who speak English as an additional language also benefit and make good progress.

Personal development, behaviour and welfare are good

The personal, social and emotional development of the children is good. They form secure and trusting relationships with staff overall and are confident and self-reliant learners. Children learn the importance of healthy lifestyles. They enjoy regular outdoor play, and staff enable children to consider and manage risks independently as they challenge themselves physically. Staff encourage children to learn about different cultures. For example, they explore different cultural festivals, such as Diwali and Chinese New Year, and more locally known festivals such as St Piran's Day.

Outcomes for children are good

Children make good progress and are ready and well prepared for the next stage of learning. They develop good levels of independence. For example, children manage their own needs, serve their snacks, and make their own decisions and choices about what they will do and where they play.

Setting details

Unique reference number	EY333418
Local authority	Cornwall
Inspection number	985199
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 7
Total number of places	46
Number of children on roll	102
Name of provider	Trenance Childcare Committee
Date of previous inspection	26 May 2010
Telephone number	01637 877099

Trenance Childcare in Newquay registered in 2006. Trenance Childcare is open each weekday from 8am to 6pm for 50 weeks of the year. There are 24 members of staff. Of these, 22 hold an appropriate qualification in early years from level 2 to level 7. Two members of staff hold Early Years Professional Status and two hold Qualified Teacher Status. The setting provides funded early education for children aged two, three and four years.

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