

# Trinity Day Nursery School

Victoria Road, Swindon, SN1 3AL



## Inspection date

13 July 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Staff with paediatric first-aid training are not deployed effectively around the nursery in order to deal with emergencies as quickly as possible.
- The manager does not target support and guidance for staff well enough to address inconsistencies in the quality of teaching for pre-school children. Assessment arrangements are not fully effective throughout the nursery.
- The key-person system is not understood by all parents. Many parents do not know the identity of the person responsible for coordinating their child's care and learning.
- Action plans are not targeted as well as possible to make improvements promptly.

### It has the following strengths

- Children are happy and settled at the nursery. Overall, they respond well to the friendly interactions of staff.
- The manager and staff work well with other professionals to provide coordinated support for children with special educational needs.
- Younger children play and learn in stimulating environments. They enjoy the activities on offer and generally concentrate well.
- The effective use of space and presentation of resources mean that children have plenty of room to play and are able to explore toys that capture their interest.

## What the setting needs to do to improve further

**To meet the requirements of the early years foundation stage the provider must:**

	Due Date
■ improve the deployment of staff to ensure that a qualified first aider is able to respond to emergencies as quickly as possible	30/07/2016
■ improve the support and coaching for staff to raise the standard of teaching to a consistently good level throughout the nursery	30/07/2016
■ make better use of ongoing assessment of children's progress to plan a range of activities that promote their learning well	30/07/2016
■ ensure that parents are aware of the key-person arrangements for their child so that they can build relationships with staff and take an active role in their child's learning.	30/07/2016

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

- make better use of the information gained through self-evaluation to prioritise action plans aimed at improving the quality of the provision more effectively.

## Inspection activities

- The inspector completed a joint observation with the manager.
- The inspector checked a selection of written records and policies.
- The inspector observed the interaction of staff and children during a range of activities.
- The inspector completed observations, spoke to staff and viewed documents to monitor the progress children make.
- The inspector took account of the views of parents spoken to during the inspection.

## Inspector

Louise Hannan

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

Safeguarding is effective. Managers have focused well on providing training to make sure that all staff have a thorough knowledge of child protection. Throughout the premises security arrangements are strong. However, the deployment of staff with first-aid training is not well-thought-out. They are grouped on the same floor and are not able to respond as quickly as possible to emergencies in all areas used by children. Arrangements to support staff are not consistently implemented as well as possible. The manager generally has an accurate overview of the strengths and weaknesses within the nursery but does not always prioritise action plans well enough. There are some weaknesses in the quality of teaching and general organisation within the pre-school room and these are not being addressed promptly. The manager appropriately places focus on supporting the large majority of children who are learning English as an additional language.

### **Quality of teaching, learning and assessment requires improvement**

Younger children settle well into activities that reflect their interests. The teaching for pre-school children is not always targeted well enough to maintain their interest and further their learning well. Arrangements for assessing children's progress and planning precisely for their next steps in learning are not embedded as well as possible throughout the nursery. Overall, staff have an adequate knowledge of children's individual interests and abilities. However, the systems to enable managers and staff to accurately monitor children's progress and identify any gaps in learning are not fully effective. They are not maintained regularly or precisely by all staff. The routine of the day includes large amounts of free play and access to the outdoor area. Children enjoy the opportunities to explore their own ideas and use resources well.

### **Personal development, behaviour and welfare require improvement**

Overall, parents are satisfied with the service they receive and feel that their children are settled. However, some parents do not know the identity of their child's key person. This does not enable them to form a relationship and exchange information with the person who takes the lead role in coordinating their child's care and learning. Children are supported to develop their independence at meal times and with toileting. Staff use positive methods to encourage children to behave well and to develop their self-esteem.

### **Outcomes for children require improvement**

Overall, children enjoy their time at the nursery, although their progress is not always as rapid or coordinated as possible. All children like the attention of the friendly staff and are confident to express their views. Younger children generally concentrate well on activities but, at times, older children become unsettled and lose interest. Children are sociable and confident, helping to prepare them for their future learning, including school.

## Setting details

<b>Unique reference number</b>	EY496515
<b>Local authority</b>	Swindon
<b>Inspection number</b>	1033722
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	102
<b>Number of children on roll</b>	170
<b>Name of registered person</b>	Swindon Day Nurseries Limited
<b>Registered person unique reference number</b>	RP535081
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01793 436432

Trinity Day Nursery School registered in 2015. It is based in Swindon, Wiltshire. The nursery is open on Monday to Friday from 8am to 6pm, throughout the year. The provider receives funding to provide free early education for children aged two, three and four years. There are 13 staff, 11 of whom hold appropriate early years qualifications. This includes a member of staff with qualified teacher status and six staff with qualifications at level 3 or above. The staff are supported by a cook and a receptionist.

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