

# Trinity Day Nursery School

Victoria Road, Swindon, SN1 3AL



## Inspection date

6 July 2017

Previous inspection date

13 July 2016

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

- Leaders and staff have made good improvements since the last inspection. Detailed action plans and guidance have supported staff well to improve the quality of their teaching and interactions. Children make good progress in their learning from their starting points.
- Partnerships with parents are good. Leaders and staff use various strategies to keep parents informed about their children's learning and of how to extend learning at home.
- Leaders establish strong relationships with the linked school, providing consistent support for children as they prepare to move on to school. They work closely with other professionals involved in children's care and learning to meet children's needs.
- Leaders and staff work effectively with parents and other professionals to use additional funding effectively, to ensure gaps are narrowed for children who may be disadvantaged.
- Children behave well. Staff are caring and are good role models. Children learn how to take turns, share, and be kind and respectful to others. Babies and young children develop close relationships with staff and feel secure.

### It is not yet outstanding because:

- Leaders and staff do not use their assessment systems as well as possible, to precisely monitor children's progress to ensure any gaps in learning are closing rapidly.
- Staff sometimes misses opportunities to discuss with children the effects physical exercise has on their bodies and about how it will help them to keep healthy.

## What the setting needs to do to improve further

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

- refine the tracking of children's progress to obtain a more detailed analysis of the impact of teaching and any intervention needed for different groups of children
- make the most of opportunities for children to observe and understand the effects physical exercise has on their bodies.

### Inspection activities

- The inspector observed the activities and the quality of teaching throughout the setting.
- The inspector held discussions with the leadership team and spoke with children and staff at appropriate times throughout the inspection.
- The inspector looked at a sample of documentation, including staff suitability checks, risk assessments, action plan documents, observations, assessments, planning records, and documentation linked to checking children's progress.
- The inspector took into account the views of parents spoken to on the day of the inspection.

### Inspector

June Robinson

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Leaders and staff have a good understanding of child protection issues and the procedures to follow if they have concerns about the welfare of any child. For instance, they keep their knowledge up to date through training. Recruitment and induction procedures are effective in checking staff's initial and ongoing suitability. Effective risk assessments support staff well to provide a safe and hygienic environment. Staff are well qualified and supported well by leaders. They offer good ongoing support and professional development opportunities to enhance staff skills. For example, since the previous inspection, leaders have ensured additional staff hold paediatric first-aid qualifications to respond to emergencies quickly.

### Quality of teaching, learning and assessment is good

Staff work closely with parents when children first start. They find out about children's likes, interests and abilities so they can plan for their learning from the outset. Staff place a clear focus on supporting children's mathematical skills. For example, they plan activities for children to sort and count objects into groups, and recognise and write numerals. Staff support children well to build their language and communication skills. For example, staff ask questions and model language effectively for children learning English as an additional language. Staff engage children in stimulating imaginative experiences. For instance, children enjoyed using their ideas of creatures that may live in an imaginary river. They cautiously dipped their feet in the pretend river and pulled them out quickly when they imagined their toes were being nibbled.

### Personal development, behaviour and welfare are good

Staff support children's physical abilities well. For example, children have opportunities to be outdoors on a daily basis, and develop skills of balance and coordination in regular movement and music activities. Children develop a positive awareness of similarities and differences between themselves and other people. For example, they are able to access a wide range of resources that reflects culture and diversity. Children enjoy having responsibility for small tasks, such as washing up their plates and cups after mealtimes.

### Outcomes for children are good

Children receive effective support to develop the skills they need for their future learning and the eventual move to school. Younger children show good levels of curiosity and express delight in their discoveries with others, such as when they observe a block floats in water and proudly say they have made a ship. Children concentrate and listen attentively to staff during adult-led activities. They develop good early literacy skills. For example, older children confidently share a story with their friends, telling the story in their own words using the illustrations as a guide.

## Setting details

<b>Unique reference number</b>	EY496515
<b>Local authority</b>	Swindon
<b>Inspection number</b>	1057302
<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>	109
<b>Name of registered person</b>	Swindon Day Nurseries Limited
<b>Registered person unique reference number</b>	RP535081
<b>Date of previous inspection</b>	13 July 2016
<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 nursery receives funding to provide free early education for children aged two, three and four years. There are 20 staff, 18 of whom hold appropriate early years qualifications. This includes a member of staff with qualified teacher status, two hold relevant qualifications at level 6, 14 staff hold qualifications at level 3 or above, and a further two hold qualifications at level 2. The staff are supported by a cook and a receptionist.

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