

# Trenance Childcare

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



<b>Inspection date</b>	16 April 2019
Previous inspection date	24 February 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of 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 management team supports staff well to develop their knowledge and skills. For example, recent training about children's language development has helped staff learn about the importance of listening to children and giving them time to respond to questions.
- Children enjoy their play and are keen to 'have a go' and participate in activities. Staff get to know children's abilities and support them well to make good progress.
- Parents speak highly of staff and say they are very supportive of their children and family, keeping them clearly informed about their child's activities and progress. Staff actively encourage parent's involvement with their children's learning. For instance, they regularly provide suggestions of activities parents could do with their children at home.
- Children behave well. Staff give a consistent approach and support children effectively to understand how to share toys and take turns. Staff are friendly and welcoming and children respond happily to them, developing a positive sense of emotional well-being.
- Although staff plan motivating activities for children's outdoor play, they do not always promote all aspects of their learning as effectively in all the garden areas. For example, to consistently support the interests of those children who learn best outdoors as well as possible.
- Staff sometimes miss opportunities to extend the younger children's learning. For example, to challenge their thinking and problem-solving skills and provide a wider range of purposeful activities to support and develop all their abilities more consistently.

## What the setting needs to do to improve further

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

- improve the play experiences and variety of resources in all the outside areas, to consistently support the interests of those children who learn best outdoors
- make more use of opportunities to consistently support the younger children's learning as effectively as possible in their play.

### Inspection activities

- The inspector observed children's interactions in play indoors and outdoors and discussed their learning and development.
- The inspector viewed documentation, such as operational policies, procedures and required records, including first-aid and qualification certificates.
- The inspector took into account the views of parents spoken with at the inspection.
- The inspector undertook a joint observation of an activity with the manager and discussed the quality of teaching.
- The inspector had discussions with the management team, including about self-evaluation and how this helps staff make continual improvements.

#### Inspector

Mary Daniel

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The management team and staff continually risk assess the premises and children's activities to help minimise accidents. They have all completed safeguarding training and understand what to do in the event of any concern about a child's welfare, including management of any whistle-blowing procedures. The management team implements clear recruitment procedures to assess the suitability of staff. It supports staff well to evaluate their practice and make ongoing improvements. For example, staff have reviewed the layout of playrooms and created inviting, cosy areas where children enjoy snuggling into the soft cushions or lying on a furry rug to have some quiet time. The management team and staff monitor children's progress well in liaison with their parents and other settings children attend.

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

Staff actively promote children's understanding of their community and natural world. For example, children show an interest in animals and learn about lifecycles as they see ducklings hatch in an incubator. Children enjoy learning about the creatures that live 'under the sea' when they visit a local aquarium. Older children enjoy going with staff for a ride on the 'land train' into town and then search for shells and seaweed on the nearby beach. Babies show great interest in watching a builder drive a dumper truck back and forth. Staff encourage children's early communication skills effectively. For instance, toddlers listen well to staff in a circle time activity and enjoy making different sounds together, such as the 'buzz' of a bee. They eagerly make a 'ssscchh' sound when pretending to sleep. In addition, staff have completed training to help them support the communication skills of children who speak English as an additional language effectively.

### Personal development, behaviour and welfare are good

Staff support children well to understand about keeping fit and healthy. For example, older children tell staff about foods they can eat to help their teeth stay strong. They say, 'apples are good for my teeth' and 'sweets are not good as they have sugar in'. All children enjoy regular opportunities to exercise and learn to keep themselves and others safe. For instance, babies like dancing to their favourite songs. Toddlers learn to control their ride-on toys around toy traffic cones and tyres. Older children know the colours of traffic lights and say, 'red is for stop and green is for go'.

### Outcomes for children are good

Children gain a wide range of skills to help them with their move to school. For example, they learn to take responsibility, help others and play cooperatively. Children are active learners and are keen to develop their early writing skills. For instance, older children use pens confidently and start to form recognisable letter and number shapes. Toddlers enjoy pushing cars through paint to make different shapes and patterns. Younger children start to draw lines and circles on a blackboard outdoors and show delight at their efforts.

## Setting details

<b>Unique reference number</b>	EY333418
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	10062232
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 7
<b>Total number of places</b>	46
<b>Number of children on roll</b>	143
<b>Name of registered person</b>	Trenance Childcare Committee
<b>Registered person unique reference number</b>	RP904042
<b>Date of previous inspection</b>	24 February 2016
<b>Telephone number</b>	01637 877099

Trenance Childcare registered in 2006. It is a committee run setting and is situated in Newquay, Cornwall. Trenance Childcare is open each weekday from 8am until 6pm, for 50 weeks of the year. There are 20 members of staff employed. Of these, two staff hold early years professional status, one holds qualified teacher status, two staff hold early years qualifications at level 5, one holds a level 4 and 12 staff hold level 3. The setting receives funding to provide free early years education for children aged two, three and four years.

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