

Inspection of Trumpington Early Years and Childcare

Trumpington Park Primary School, Hobson Avenue, Trumpington, Cambridge CB2 9EG

Inspection date: 18 October 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children are happy and enjoy their time in the setting. They make good use of the spacious indoor and outdoor environments, which are organised to reflect their interests and meet their learning needs. All children make good progress given their individual starting points. They enjoy learning and are inquisitive as they investigate things that interest them. For example, they explain what they know about a rhinoceros beetle, use binoculars to see how high their friend can throw a ball and persevere as they try to balance on a wobble board.

Children are learning to regulate their own behaviour. For example, they understand that a timer can be used so that everyone can have a turn with a popular piece of equipment. If required, staff are on hand to model and reinforce this process in a calm and fair way.

Staff plan a broad and balanced curriculum to help all children make good progress and be ready for the next stage in their learning. Support for children with special educational needs and/or disabilities (SEND) is good. Staff know the children very well and use this knowledge to ensure that all children get the best out of their time in the setting.

What does the early years setting do well and what does it need to do better?

- Staff supervise children effectively. Ratios of adult to children are maintained. Staff are appropriately deployed in each area of the setting both indoors and outside. This means they are on hand to offer children appropriate support to keep them safe and support their learning.
- Children follow good hygiene routines. They have quickly become familiar with additional handwashing arrangements, and independently 'cover' their cough. There are clear procedures in place should a child become ill or have an accident while at the setting.
- The main parts of each session run well and children benefit from a wide range of interesting learning opportunities and activities that they enjoy. For example, they take part in Halloween yoga and pose as a 'spooky house' with their hands on the ground, legs out straight and their bottom up. This promotes their well-being and physical development. However, times of transition within the session do not run as smoothly. Some children are restless and disengaged during these short periods and the learning opportunities provided are not as beneficial to the children.
- The staff team is strong. They work very well together to support each other and the children. There are clear arrangements in place for staff supervisions and their continuous professional development. Procedures to involve staff in evaluating their own and each other's performance are in place and continue to

develop. The manager is clear about her role and provides good leadership, supported well by the registered provider.

- Children's communication and language development is supported well. Children learn the correct words for items and this begins to broaden their vocabulary. For example, when they call a watch a 'tick-tock', staff repeat its correct name and praise them for knowing the sound it makes. Support for children who speak English as an additional language is good. Children are confident to share their home languages with others and take pride in this. They are supported to reach a good standard of spoken English before they leave for school.
- Those staff who work closely with children with SEND have a good understanding of their needs. They have built close relationships with the children they support, and their calm, positive approach gets the best out of the children. Strong partnerships with parents and other professionals ensure a consistent and collaborative approach to each child's early years education.
- Parents say they are happy with the care and education provided to their children. They talk confidently about the new skills their children have learned, such as riding a scooter. Parents appreciate the staff and all that they do for their children.

Safeguarding

The arrangements for safeguarding are effective.

The staff and manager are clear about their role to safeguard children from potential harm, abuse or neglect. All staff are trained to be able to confidently identify any signs and symptoms of abuse. They understand the procedures in place to report concerns. This also includes what to do if they have any concerns about the behaviour of their colleagues towards children.

What does the setting need to do to improve?

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

- ensure that times of transition, for example when children arrive, and before and after lunchtime, provide a rich learning experience similar to that offered to children at all other times of each session.

Setting details

Unique reference number	2590076
Local authority	Cambridgeshire
Inspection number	10210478
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 7
Total number of places	52
Number of children on roll	100
Name of registered person	Cambridgeshire County Council
Registered person unique reference number	RP902405
Telephone number	01223 491664
Date of previous inspection	Not applicable

Information about this early years setting

Trumpington Early Years and Childcare registered in 2020 and is located in Cambridge. The provision opens from Monday to Friday during term time only. Sessions are from 8.45am to 11.45am and 11.45am to 2.45pm. A breakfast and after-school club also run from 7.30am to 8.30am and 3pm to 6pm. The provision employs 11 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 or above, including the manager and deputy who both hold a qualification at level 6. The provision provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Anna Davies

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the provision.
- The manager and the inspector completed a learning walk together and discussed how the curriculum is organised.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff at appropriate times throughout the inspection.
- Children spoke to the inspector about the activities they were doing.
- The inspector carried out a joint observation with the setting manager.
- The inspector held a meeting with the setting manager. She looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.
- A number of parents spoke to the inspector during the inspection and the inspector took account of their views.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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