

Inspection of Trinity Day Nursery

156 Trinity Street, Gainsborough DN21 1JP

Inspection date: 25 April 2022

Overall effectiveness	Inadequate
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Inadequate
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Leadership and management	Inadequate
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is inadequate

Children's safety and well-being are compromised. While most staff have completed safeguarding training, they do not have a secure understanding of the indicators of abuse, including the 'Prevent' duty guidance. As a result, children are potentially at risk of harm. Despite this, children enjoy their time at the setting and make progress in their learning. They readily join in with adult-led activities. For example, pre-school children want to make carrot pictures. They carefully use scissors to cut along the lines. Staff recognise when children need support. They model how to hold the scissors and paper correctly. Children persevere and show pride as they cut out their pictures. This helps them develop the muscles they need for early writing.

Children behave well. They show consideration for others. For example, pre-school children independently fetch other children's slippers for them. Children use their manners, with gentle reminders from staff when needed. They understand why rules are in place and readily follow instruction. For instance, children know to line up at the door when outdoor play is finished.

Children are developing their physical skills well. Babies learn to walk with confidence. Staff hold their hands to ensure they are safe. Toddlers focus as they use small rakes and spades to dig in the soil. Staff support them to compare the worms they find. Children recognise ones that are 'bigger than' or 'smaller than' the others. Staff present extra challenge for pre-school children. They place planks on tyres so children can balance and walk across. This helps children develop muscle strength and coordination skills. Children extend their game further and pretend their dolls are walking across the planks.

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

- Children's safety is not assured. The manager has failed to ensure that all staff complete relevant safeguarding training. Not all staff can describe the indicators that may suggest a child is at risk of harm. This means staff could miss the early signs and symptoms of abuse, building possible delays before action is taken to protect a child. Some staff were also unable to describe how they might recognise when a family is being influenced by radical views.
- Children with special educational needs and/or disabilities receive effective support. For example, staff support families to access services such as speech and language therapists and early help workers. This helps children make good progress from their starting points.
- Overall, staff support children's language and communication development well. Toddlers and pre-school children freely engage in conversations with staff during play and daily routines. This helps children become confident talkers and

practise their conversational skills. However, on occasion, staff do not interact with babies in the same way. For example, staff do not always react to babies' babbling, and they do not encourage conversation during lunchtime. This means babies are not hearing a wide range of vocabulary or benefiting from back-and-forth interactions.

- Staff provide children with healthy meals and snacks. Children are learning good hygiene routines. For example, they know to use their hand to catch germs from a sneeze. Staff use mealtimes to teach children about healthy bodies. They ask children why milk is good for their bones, and children say that it makes their bones strong.
- Staff support children's developing independence skills. Toddlers carefully use a knife to chop their own fruit. Pre-school children are encouraged to set the table for lunchtime. They collect their own plates, cups and cutlery before sitting with their friends. Children are developing the skills they need to do things for themselves.
- Staff support children's developing mathematical knowledge and skills. For example, pre-school children match coloured counters. They estimate which line of counters is the longest. Staff encourage children to check this by counting. Children eagerly write the numbers on a board. They recognise the plus and equals signs. Children know that this means they have to add up numbers. Children are praised for their achievements, which helps to develop their self-esteem.
- Staff are good role models and support children to be respectful. Pre-school children are encouraged to listen to each other during group conversations. They confidently ask each other questions, demonstrating their interest in finding out more. Children are helpful towards each other and staff. For example, toddlers kindly hold the door open for others. Staff praise them for their actions.

Safeguarding

The arrangements for safeguarding are not effective.

Not all staff have a secure understanding of how to recognise the signs of abuse, including those children and families who may be at risk of radical views. This puts children at risk of potential harm. That said, staff know they must report any concerns they have about a child's welfare. Staff implement risk assessments to ensure children can play in a safe environment. The premises are secure. The manager uses effective safer recruitment processes to ensure all staff are suitable to work with children. Children are taught about staying safe. For example, toddlers know that they cannot go out on their own and need to be with an adult.

What does the setting need to do to improve?

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

	Due date
ensure that all staff have a secure knowledge and understanding of the signs and symptoms of abuse, including the 'Prevent' duty guidance, in order to protect children from harm.	31/05/2022

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

- ensure that staff engage purposefully with babies during play and daily routines, to help them learn new vocabulary and encourage them to communicate with others.

Setting details

Unique reference number	EY442539
Local authority	Lincolnshire
Inspection number	10233094
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	30
Number of children on roll	52
Name of registered person	Phoenix 21 Ltd
Registered person unique reference number	RP901833
Telephone number	01427 677 231
Date of previous inspection	25 October 2016

Information about this early years setting

Trinity Day Nursery is based in Gainsborough, Lincolnshire. It registered in 2012. The nursery employs nine members of childcare staff. Of these, five hold appropriate childcare qualifications at level 3 and one holds early years professional status at level 6. The nursery operates Monday to Friday, all year round, except public holidays and two weeks at the end of August. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Susan Hyatt

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 provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want the children to learn.
- Children spoke to the inspector during the inspection.
- The inspector spoke to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of a group activity with the manager.
- Parents shared their views on the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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