

Inspection of Trinity Day Nursery

156 Trinity Street, Gainsborough DN21 1JP

Inspection date: 4 October 2022

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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children arrive smiling and eager to play in the welcoming environment created by staff. They have close bonds with staff and confidently seek a reassuring cuddle for comfort when needed. Children develop firm friendships with the other children who attend the nursery. Staff praise children for being caring as they invite others who are new to the nursery to play alongside them and happily share their resources. Children confidently explain their ideas while exploring a variety of resources, such as a tray with conkers, funnels and tubes. They compare the different sizes of conkers and talk to staff about which ones will roll down the tubes faster and why. Children listen carefully to staff as they explain how to find out who can fill the funnels up the quickest. They laugh as they race one another to fill the funnels, developing their hand muscles as they grip scoops and different tools, including tweezers. Children practise their counting skills as they check how many conkers are needed to fill their funnel.

Children understand the behaviour expected of them by staff. They wait patiently in line to wash their hands before snack time. Two-year-old children show good concentration as they pour themselves a drink of milk using a jug. Children demonstrate good manners as they say 'please' and 'thank you' when asking for more fruit. When it is time to go outside, children independently find their wellies, remove their slippers and attempt to dress themselves.

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

- Since the last inspection, leaders have developed staff's safeguarding knowledge. This ensures that staff can identify when a child may be at risk of harm and know where to raise their concerns. Leaders now have effective ways to monitor staff's understanding to enable them to identify where further training is needed and provide that support in a timely manner.
- Staff interact with children to develop their communication skills. They use simple instructions and repeat key words, such as 'wobble' and 'jump', while younger children enjoy practising their physical skills. Staff ask children questions as they play in the pretend kitchen to encourage them to use their imagination and further develop their speaking skills. They explain new vocabulary to children and talk about apples being 'scrumptious'.
- Staff help children develop a love of books and songs. Staff encourage children to listen closely as they read a story and help them join in with familiar phrases. Staff support children to take turns as they choose their favourite songs to sing. Staff praise them for good singing and for successfully copying the actions.
- Staff use children's interests to plan activities. For example, children show an interest in fruit and conkers and are keen to learn what is inside them. Staff support children to create their own apple. They help them use scissors to cut

an apple shape out of card and practise their hand-to-eye coordination to stick smaller pieces of tissue paper in the centre. However, during activities, staff tell children how to solve a problem and offer support too quickly. Therefore, staff do not always provide enough challenge for some children to make the most progress they are capable of.

- Staff know all the children and their families well and describe their individual personalities in depth. They encourage children to talk about the experiences they have at home. Staff play alongside children and observe and identify what they already know and can do. Staff plan children's next steps in learning. However, at times when children choose their own play, some staff do not focus enough on supporting older children with what they need to learn next. Therefore, some children do not consistently build on their existing skills and knowledge.
- Staff teach children how to take care of themselves and their belongings. For instance, they show children how to blow their own nose and put the tissue in the bin. Staff encourage children to find their own peg and hang up their bags and coats so they know where they are when it is time to go home.
- Parents and carers say that staff work with them on all aspects of children's learning and care, including toilet training. They comment that the setting is a 'stable, safe and caring' environment where children make 'great progress'.

Safeguarding

The arrangements for safeguarding are effective.

Staff and leaders ensure the environment is safe for children to play. They assess risk in the environment and take all necessary steps to minimise potential hazards, including having a thorough visitor procedure. Leaders and staff demonstrate a good understanding of their responsibility to safeguard children. They can identify the signs and symptoms that a child may be at risk of harm. They know how and when to record, monitor and report their concerns to other professionals, such as the safeguarding team. Staff and leaders know what to do if an allegation is made against anyone working with children, such as contacting the local authority. All staff undertake training to keep their safeguarding knowledge up to date. Leaders check the ongoing suitability of staff working with children.

What does the setting need to do to improve?

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

- develop a sharper focus on supporting what each child as an individual needs to learn next during their chosen play
- improve the support provided for children to develop their knowledge and skills during activities to ensure that enough challenge is provided and their learning is fully extended.

Setting details

Unique reference number	EY442539
Local authority	Lincolnshire
Inspection number	10242967
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	1 to 4
Total number of places	30
Number of children on roll	28
Name of registered person	Phoenix 21 Ltd
Registered person unique reference number	RP901833
Telephone number	01427 677 231
Date of previous inspection	25 April 2022

Information about this early years setting

Trinity Day Nursery is based in Gainsborough, Lincolnshire. It registered in 2012. The nursery employs 10 members of childcare staff. Of these, eight 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 for 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

Lora Teague

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector conducted a learning walk together, discussing the learning intention for children and how the environment is arranged.
- The manager and inspector observed and evaluated staff practice.
- The inspector observed all staff and children of all ages through the setting.
- The inspector held discussions with staff and leaders regularly during the inspection.
- Parents' and carers' views were taken into consideration.
- A sample of documents was reviewed, including paediatric first-aid certificates, suitability checks and safeguarding policies and procedures.

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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