

# Inspection of Little Trinity Ltd

Holy Trinity School, Birmingham Road, Kidderminster DY10 2BY

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Inspection date:

26 October 2022

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Good

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

Children are not always adequately supervised. Doors and a staircase leading from the nursery into other areas of the building linked to the school are not secure. In addition, the manager does not fully risk assess all areas of the premises to ensure all hazards are minimised.

Despite these weaknesses, there is a calm, happy and sociable atmosphere at this nursery. Staff place a high priority on children's emotional development, and children develop warm and trusting relationships with their key person and each other. Staff are committed to helping every child succeed and are attentive to their needs. As a result, all children, including children with special educational needs and/or disabilities (SEND), are supported and show positive attitudes towards learning.

Children enthusiastically explore in the indoor and outdoor environments, finding interesting and inspiring activities to develop their imagination. Children behave well. They play cooperatively with each other and respond well to the routines and boundaries in place. For example, as children enthusiastically roll cars down a ramp, staff use a sand timer to model and support turn-taking. Children thrive on the praise they receive from staff for their efforts and achievements. This helps to build their self-esteem and confidence.

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

- Children are not adequately supervised when they free flow between rooms and in the corridor leading to a fire exit from the main school building into the children's cloakroom. Potentially, students from the school could access this room and ultimately access the nursery. However, this has not happened since the nursery registered. The manager has not risk assessed robustly enough to ensure that potential risks to children are minimised at all times.
- Leaders have created a broad curriculum, which includes a wide range of interesting activities and experiences. Staff get to know the children in their care well. They use information gathered from parents and from regular observations of children to find out children's individual interests. Staff include these as they plan for children's next steps. Overall, children make good progress in their learning.
- Staff throughout the nursery help children to develop a love of reading and singing. This in turn supports children's language and extension of vocabulary. Children enjoy listening and engaging with staff as they enthusiastically read stories and sing songs. For example, younger children access a 'song bag' and join in with words and actions to familiar nursery rhymes. Older children are starting to learn about letters and the sounds they represent. This supports

children's early reading skills.

- Children with SEND are supported well. Staff recognise and identify any concerns early on and work closely with the local authority to get additional support as needed. However, on occasion, the organisation of activities and interventions for children with SEND can lead to children becoming distracted, which impacts on their engagement in activities.
- Children develop the muscles in their fingers in preparation for early writing. For example, younger children concentrate and persevere as they use tweezers to pick up objects. Older children knead dough and use a variety of tools with coordination and control to make their creations.
- Staff use opportunities to develop children's mathematical skills. For example, children build towers using blocks. Staff play alongside children and encourage them to count how many blocks they have used as they build.
- An effective key-person system supports children to form strong attachments and promotes their well-being and independence. Staff share information with parents in a range of ways. They speak to them at the end of the day and update online learning records with observations and photos of children's play activities. Parents are very happy with the care and education their children receive.
- The manager supports staff practice. Staff attend mandatory and in-house training to extend their professional knowledge. They receive regular supervision and support.
- Children learn about oral hygiene to extend their knowledge of healthy practices. Staff talk to children about the importance of brushing their teeth, and children practise brushing their teeth after mealtimes.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff are clear about their responsibility to keep children safe. Leaders and staff attend regular child protection training to keep their knowledge and skills up to date, including knowledge of the 'Prevent' duty and female genital mutilation. They have a good understanding of the indicators that a child is at risk of harm and are clear on the procedures to follow should they have any concerns about a child's welfare. Robust recruitment and vetting procedures ensure that staff are suitable for their roles. Leaders work closely with school staff to safeguard children when siblings attend the school. This ensures a collaborative approach to safeguarding.

## What does the setting need to do to improve?

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

	<b>Due date</b>
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ensure children are supervised when they free flow between rooms and within the corridor	02/01/2023
take all reasonable steps to ensure that children are not exposed to risks and that potential hazards are identified and minimised to maintain children's safety.	02/01/2023

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

- consider the organisation of activities to help all children remain focused and engaged in their learning.

## Setting details

<b>Unique reference number</b>	EY490777
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	10233984
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	56
<b>Number of children on roll</b>	80
<b>Name of registered person</b>	Little Trinity Ltd
<b>Registered person unique reference number</b>	RP534697
<b>Telephone number</b>	01562822929
<b>Date of previous inspection</b>	3 February 2017

## Information about this early years setting

Little Trinity Ltd registered in 2015. The nursery employs 15 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday, for 50 weeks of the year. 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**  
Carli Mccallin

## 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.
- A meeting was held between the inspector and the manager.
- The inspector looked at a selection of documentation and checked the suitability of staff working with the children.
- The inspector spoke to children, staff and parents at appropriate times during the inspection and took account of their views.
- The inspector carried out a joint observation with the manager.
- The manager and the inspector completed a learning walk together. They observed staff's teaching practice during activities.

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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