

Inspection of Trinity Childcare

Holy Trinity Church Hall, Bryan Road, Rotherhithe, LONDON SE16 5HF

Inspection date:

5 January 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

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 happy in this nurturing environment. Staff implement a gradual settling-in process to help children quickly become emotionally secure. They use all-about-me questionnaires and work closely with parents to plan for children. Staff generally plan around children's interests and next steps. Parents say that they know their children's targets and are given ideas on how to help them at home. Staff engage parents in an early communication programme to support children's language development.

Staff use visual timetables to help children understand the daily routine. They remind children to use their 'walking feet' in the nursery to stay safe. Children generally follow instructions to tidy up and join circle times. However, staff do not always make their expectations about behaviour clear to children, and some children choose not to engage in whole-group sessions.

Children are given opportunities to develop their knowledge and understanding of the world. For example, they engage in weekly forest school activities. Children collect sticks of different lengths, and staff model how to make them into a broom. Staff encourage children to keep trying when they find activities challenging. They plan activities for children using their observations and assessments. However, not all children benefit from consistent challenges and their learning being extended. This is because not all staff are clear about the learning intentions of planned activities. Staff need further support in adapting activities to engage children for longer.

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

- Children have access to a range of activities for physically active play. Staff play games to develop children's running skills. Children enjoy climbing and sliding down slides, balancing on logs, and throwing and catching balls. Younger children enjoy learning to ride bicycles.
- Children enjoy looking at books independently and turning the pages. Staff share stories with children. For example, children enjoy learning the names of different animals. Staff model initial letter sounds alongside the words. This helps to develop children's listening skills, contributing to their early literacy development.
- Some staff carefully plan activities with clear learning intentions. For example, babies enjoy making porridge. They develop their small-muscle skills by tearing open the packet, mixing and chopping bananas. Babies use spoons to taste the mixture. Staff provide a narrative alongside their actions to introduce babies to new vocabulary and support their communication and language development.
- The quality of teaching is inconsistent. Not all staff understand the learning

intentions around planned activities. Some staff do not have the skills to question children to help them extend their thinking skills and demonstrate what they know. This means that not all children make the full progress of which they are capable.

- Staff do not maximise opportunities that arise during children's play to fully support their development and help them to explore their own ideas. This means that, sometimes, children move on from activities quickly and are not engaged in their learning.
- Most children attend well and enjoy circle times. However, children can choose not to join in with these sessions. Staff struggle to manage their behaviour during these times. This leads to other children becoming quickly distracted, which has an impact on their learning.
- Children enjoy eating a range of healthy food at snack time. Staff talk to children about the range of fruits on offer and model good manners and language, such as 'please' and 'thank you.' Children feed themselves with spoons, and staff sit with them, making it a social experience. Children have opportunities to peel and chop fruits. However, staff do not consistently consider how to promote all children's independence when planning activities.
- Children have opportunities to learn about different cultures. Staff sing songs in different languages and cook food for children to celebrate their individual cultural backgrounds. Children learn about a range of festivals, including Diwali, Holi and Christmas. Staff teach children about their similarities and differences and help them to develop respectful attitudes.
- The leadership team works in partnership with external agencies to support children with special educational needs and/or disabilities. Staff report high levels of well-being and have opportunities to engage in regular supervision meetings. Staff have been given opportunities to achieve early years recognised qualifications while working at the nursery.

Safeguarding

The arrangements for safeguarding are effective.

Staff conduct ongoing risk assessments to ensure the safety of the premises. Staff have regular safeguarding training to make sure that their knowledge is kept up to date. The nursery has robust procedures in place for reporting accidents and incidents. Staff recognise the signs of when a child may be at risk of abuse and understand their duty to report any concern they may have. Staff are aware of how to report an allegation against a member of staff.

What does the setting need to do to improve?

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

	Due date
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ensure that all staff fully support and challenge children's learning and engagement, helping them to make the full progress of which they are capable	06/03/2023
develop a consistent approach to help children understand staff's expectations and the importance of safe and socially acceptable behaviour and the impact on their learning.	06/03/2023

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

- support staff further in planning activities to develop children's independence skills.

Setting details

Unique reference number	EY438755
Local authority	Southwark
Inspection number	10235620
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	53
Number of children on roll	56
Name of registered person	Bellchambers, Teresa Ann
Registered person unique reference number	RP909759
Telephone number	020 7231 5842
Date of previous inspection	24 March 2017

Information about this early years setting

Trinity Childcare registered in 2011 and is located in the London Borough of Southwark. The nursery opens for 48 weeks of the year, from 8am until 6pm, Monday to Friday. It employs 17 members of childcare staff. Of these, 13 staff hold an appropriate early years qualification. One holds qualified teacher status, two hold level 6, eight hold a level 3 and two hold level 2 qualifications. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Penny Harman

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.
- Parents shared their views of the setting with the inspector.
- The manager and inspector conducted a learning walk together and discussed how the curriculum is implemented and the impact on children's learning.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector spoke to a range of staff and the management team about how they meet the needs of all children.
- The inspector spoke to a range of staff about safeguarding policies and procedures.
- The inspector observed the interactions between staff and children.
- The management team provided the inspector with a sample of key documentation on request.
- The inspector and manager carried out two joint observations of members of staff working with children.
- The inspector and the management team engaged in a leadership meeting.

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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