

Inspection of Trimdon's Little Tykes Ltd

Trimdon House, Landreth Grove, Trimdon, Trimdon Station, County Durham TS29
6QH

Inspection date: 3 May 2023

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

The provision is good

Children are happy, settled and secure at this friendly and welcoming setting. They immerse themselves in their play and the wide range of exciting and challenging activities staff provide. Children are curious and willing to try as they explore with soil in the mud kitchen and search for insects in the nursery garden. Staff know children individually very well. They form close bonds and enjoy each other's company. Staff are responsive, caring and kind. They provide strong support for children's growing confidence and independence. For example, they encourage children to hang up their coats and wash their hands. At mealtimes, children serve themselves and pour their own drinks.

Staff praise and encourage children. This helps raise their self-esteem. They support children to make simple decisions, such as selecting their fruit at snack time. There is a strong emphasis on self-care and social skills, to help prepare children for school or the next stage in their learning. Staff support children's well-being by providing a home-from-home environment. They encourage children, through walks and trips around the local area, to learn about the local community and their place in it. This helps children learn about their own identity and provides them with a strong sense of belonging.

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

- The setting's robust curriculum clearly supports children at different stages of their learning. The manager and staff reflect well on their practice and are confident to try new approaches. There is an emphasis on learning outdoors and exploring with tactile resources and natural materials.
- There is a relaxed pace to activities and the routines of the day. Children are not rushed and staff provide plenty of time for them to play and explore. Staff support children to embed their knowledge through repetition and by using familiar stories and songs.
- Staff plan activities for children that they know will excite and interest them. For example, children learn about oral health and try new tastes and foods through activities, such as topping pizzas and making fruit kebabs.
- Overall, staff support children's learning well. However, staff do not always extend children's thinking further, by encouraging children to express their own thoughts and ideas.
- Children take part in fun, small-group sessions to help extend their communication and language skills. Staff encourage children to develop a love of books and storytelling. They use favourite books as starting points from which they plan further learning and activities.
- Children stretch and use their full bodies as they find different ways to paint in the creative area. Outside, there are opportunities for climbing, balancing and

jumping. Children learn to share, take turns and play well together as they tackle obstacle courses, using crates and planks.

- Good support for mathematics is woven through play and everyday activities. For example, children compare the sizes of handprints as they paint. They talk about the colour of the paint and the shapes they make.
- There is strong support for children with special educational needs and/or disabilities. Staff provide music to calm children. They encourage them to take part in breathing exercises and mindfulness in the quiet area. Staff talk to children about their feelings. They invite them back to the area if they feel they need time out to relax or think clearly.
- Staff are good role models. They provide gentle reminders about expectations of positive behaviour. Occasionally, however, staff do not provide explanations to help children understand the consequences of their actions.
- The setting has built good relationships, both with parents and schools children go on to attend. Parents speak very highly of the manager and her team. They praise the rich opportunities for outdoor play and the robust systems in place for communication. Parents say they feel their children are happy and safe.
- The manager provides strong support for staff's professional development and well-being. Staff benefit from good opportunities to keep their skills up to date and extend their knowledge. The manager and staff team work together well. They are dedicated to providing a quality service for families and their children in their care.

Safeguarding

The arrangements for safeguarding are effective.

The manager has a good awareness of her role and responsibilities relating to keeping children safe. This includes all aspects of safeguarding. Staff complete safeguarding training. They know what might give them a concern about a child and the procedure to take to help keep them safe. Staff show a good awareness of how to teach children about safety. For example, they teach them to carefully use items, such as cutlery and gardening tools. Staff teach children how to assess their own risks through everyday situations. For example, children use ceramic rather than plastic plates at snack time.

What does the setting need to do to improve?

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

- develop support for children to express their own thoughts and ideas
- support children to understand the impact their behaviour has on others.

Setting details

Unique reference number	EY219613
Local authority	Durham
Inspection number	10285807
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	0 to 4
Total number of places	22
Number of children on roll	25
Name of registered person	Trimdon's Little Tykes Ltd
Registered person unique reference number	RP520304
Telephone number	01429 883304
Date of previous inspection	19 October 2017

Information about this early years setting

Trimdon's Little Tykes Ltd registered in 2002. The nursery employs seven members of childcare staff. All staff hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Thursday, from 8am until 4.30pm, and on Friday, from 9am until 2pm, for 50 weeks of the year. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Julie Foers

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 discussed with the inspector how the setting organises and plans the curriculum and experiences for children. The inspector viewed the inside and outside space used by the setting.
- The inspector observed the quality of education during activities and assessed the impact on children's learning. The manager and the inspector evaluated an activity together.
- The inspector looked at a sample of the setting's documents. This included evidence of training and suitability of staff.
- The inspector held discussions with the manager and staff. She took into account the views of parents.

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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