

Inspection of TREGS Day Care and Educational Centre

97 Whitwell Road, LONDON E13 8DA

Inspection date: 14 June 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children throughout the nursery benefit from staff's warm and caring interactions. Staff support children of all ages to learn the social skills that they need to prepare them for their next stages in learning and move on to school. Babies and young children form close relationships with their key persons, while older children make strong friendships with their peers. Children happily wave goodbye to their parents and enjoy spending quality time with staff.

Staff teach children to manage risks in their play. For instance, during free play in the garden, they support babies to climb on play equipment. Staff encourage and congratulate them for persevering. Older children learn how to keep themselves safe, such as reminding each other to walk inside and share toys. This has a positive impact on their personal, social and emotional development.

Children behave well in this nursery and understand the routines well. Staff support their independence. For example, babies and young children begin to learn to wipe their own noses with support. Older children wash their hands independently before mealtimes and serve themselves food. Parents comment very positively about the care and support from staff. They state that their children love attending the nursery. Parents are well informed about the activities their children have benefited from each day.

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

- The manager and her team are dedicated to providing the best care for all children. They plan a curriculum that is clear and builds on what children already know. Children are enthusiastic learners. They eagerly explore a wide range of high-quality and easily accessible resources. This helps to support children to develop the attitudes they need to become independent learners.
- This nursery is spacious and bright. The outdoor areas are particularly well designed. Even the youngest children enjoy growing and tending to various plants, fruits and vegetables. Older children enjoy playing outside and have lots of opportunities to be physically active. Staff promote healthy lifestyles throughout the nursery. Children have access to fresh drinking water throughout the day and enjoy a variety of nutritious meals.
- Staff support children to regulate their emotions and behaviour. They help children to understand the impact of their behaviour on others. For example, children patiently wait for their turn on the new sunken trampoline. Staff introduce a sand timer to give children a clear indication of when their turn will be. They take time when children first start at the nursery to gather information and get to know children and their families well.
- Children with special educational needs and/or disabilities make good progress

from their starting points in learning. Children's additional needs are identified early, and staff provide swift and targeted support. For example, additional funding has been used to purchase equipment and resources to support children's specific needs.

- Children learn about difference, giving them a sense of identity and learning about what makes them unique. They learn about their community and the wider world. For example, children recently visited a museum and travelled by train. Staff support children to learn about different languages during group time. Toddlers learn French and show delight as they repeat phrases from the book of the month in English and French.
- Managers monitor staff's practice. They regularly meet with staff to identify their training and coaching needs. As a result, staff's teaching skills remain strong. However, managers do not always monitor the organisation of daily routines, such as lunchtime and snack times, to minimise the time that children are left waiting.
- Overall, staff promote children's literacy. They use a 'story of the month' and focus planned experiences around it. Staff read books with enthusiasm and support children to recite the story. However, at times, staff do not consider the group size, which is large. This means that some children become distracted and find it difficult to sit still and listen. This impacts on children's participation in the group time, as they miss opportunities to engage and learn.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have secure knowledge of a range of child protection issues. They regularly review their training, which helps to assure children's safety. Managers and staff have a good understanding of the signs that could indicate a child is at risk of harm. They are aware of the procedures to follow should they need to report a concern, including if they are worried that a child is being radicalised. Staff are confident to escalate their concerns if they are not satisfied with the response of the designated safeguarding leads

What does the setting need to do to improve?

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

- monitor the organisation of daily routines more effectively so that children are not left waiting too long
- strengthen planned story times to ensure that all children have opportunities to develop a love of literacy.

Setting details

Unique reference number	EY466827
Local authority	Newham
Inspection number	10285996
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 8
Total number of places	67
Number of children on roll	65
Name of registered person	Tregs Glory Ltd
Registered person unique reference number	RP908185
Telephone number	02074733449
Date of previous inspection	27 October 2017

Information about this early years setting

TREGS Day Care and Educational Centre registered in 2013 and is located in the London Borough of Newham. It operates Monday to Friday, from 7am to 7pm, for 51 weeks of the year. There are 18 members of childcare staff. Of these, 11 staff hold early years qualifications at level 3, and three hold qualifications at level 6. The manager holds early years professional status. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Claire Nunn

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the staff and has taken that into account in their evaluation of the nursery.
- The deputy manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The deputy manager and the inspector completed a joint observation together.
- Relevant documentation was reviewed by the inspector, including evidence of suitability checks and paediatric first-aid qualifications.
- The inspector spoke to several parents during the inspection and took account of their views.

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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