

# Inspection of Little Trinity Ltd

Holy Trinity School, Birmingham Road, Kidderminster DY10 2BY

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Inspection date: 29 June 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Requires improvement

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

### The provision is good

Staff provide children with a safe learning environment and an ambitious curriculum so that they can explore and experiment with their ideas throughout the day. Children have the freedom to play imaginatively and are joined by staff who sensitively help to extend their ideas and introduce rich language and concepts. For example, children are supported to make waterfalls in the water and pretend volcanos in the sand. The setting's ethos is to provide a broad range of first-hand experiences for children to learn about living things and the life cycle of plants and animals. For example, when children are busy watering the vegetables, herbs and flowers they have planted, they closely identify how the tadpoles have changed into froglets. Staff plan activities that have clear learning intentions. Children show high levels of engagement. For example, children are quickly enticed by the real lemons, oranges and tea bags as they use their senses and describe what they see and taste. Story sessions are well planned and children delight in using the various visual props. They recall familiar phrases and respond well to questions.

Children develop resilience and cope with change. They manage the routines throughout the day exceptionally well. All children, including the youngest, confidently use the dining room as they wash their hands, choose their name cards and put their plates away once they have finished. Staff have high expectations for children's behaviour and conduct. They support children's understanding of why behaviour rules are in place. Children respond well to gentle reminders of what is expected from them. As a result, children behave well and respond extremely well to the ringing of the bell when it is time to finish playing.

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

- The actions set at the last inspection have been successfully addressed to ensure children are safe. There are effective systems in place to ensure children are supervised as they play and move freely between the rooms, deciding what to do.
- A rich educational programme is firmly embedded and successfully supports children to acquire the skills they need in preparation for school. Staff carefully observe and assess children and use this information to plan for their learning. Any additional funding that children receive is used by assessing their individual needs. For example, some children receive free meals and benefit from extra-curricular activities such as swimming.
- There is a high focus on supporting children's emotional well-being. Some staff have benefited from training in childhood attachment, trauma and resilience. They demonstrate excellent practice in supporting children's emotional health and well-being.
- Supporting children's transition to school is a high priority. Staff recognise that

some children are particularly vulnerable at times of transition and they place an excellent focus on prioritising their emotional development and well-being. Staff have detailed conversations with the school Reception teachers to ensure they can support each child to be confident and comfortable.

- The assigned key persons working with children with special educational needs and/or disabilities have a deep understanding of their individual needs. These staff work closely with other professionals working with children. This includes health professionals to ensure that the staff are trained and are able to meet the children's care and medical needs.
- The two deputy managers and the senior leadership team successfully ensure the smooth running of the nursery in the absence of the manager. Staff benefit from supervision sessions and occasional teaching observations to help build on their knowledge and skills. However, the management team has not identified areas for development when children are grouped into their assigned key-person groups. These sessions are not always effective, due to the mixed ages and abilities, and some children lose interest.
- Overall, all children make good progress from their starting points and some excel in some aspects of their literacy and mathematical development. However, staff do not always use what they know about boys and their current interests to plan opportunities to further develop their writing and mathematical learning.
- Staff recognise that each child starts the nursery with different experiences in their play and learning. They are sensitive to children's differing circumstances and work closely with parents to close any gaps in children's development. Parents speak highly of the manager and staff team and the support their children receive. They report that their children are thriving and progress very well from their starting points. Parents appreciate the various special events organised that they can attend, such as the swimming gala and sports day.

## Safeguarding

The arrangements for safeguarding are effective.

There are effective recruitment, vetting and induction procedures to ensure all staff are suitable and are clear about their roles and responsibilities. All staff receive child protection training and they have a good understanding of the procedures to follow if they have a concern. The management team works closely with other agencies and shares information to help promote children's welfare and education. Prompt and effective action is taken to minimise any potential hazards to maintain children's safety on the premises and in the outdoor areas. Detailed risk assessments are carried out to ensure any high-risk activities, such as swimming sessions, are undertaken safely.

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

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

- monitor staff more successfully and support them to plan effectively for their key-person group sessions so that all children can take part fully and get the most from the experience on offer
- support staff to gain a deeper understanding of how to provide appealing writing and mathematical activities for boys to help raise their attainment even further.

## Setting details

<b>Unique reference number</b>	EY490777
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	10266326
<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>	105
<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>	26 October 2022

## Information about this early years setting

Little Trinity Ltd registered in 2015. The nursery opens from Monday to Friday, for 50 weeks of the year. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. There are 15 members of childcare staff employed and all hold an appropriate early years qualification at level 3.

## Information about this inspection

### Inspector

Parm Sansoyer

## 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 inspector and the two deputy managers completed a learning walk together to gather information about the experiences provided.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector carried out two joint observations with the deputy managers.
- The inspector held a meeting with the deputy managers and a member of the leadership team. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to staff, children and parents at appropriate times during the inspection.
- The inspector 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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