

# Inspection of Trinity Day Care Nursery

East Avenue, Manor Park, London E12 6SJ

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Inspection date:

22 June 2023

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## **Overall effectiveness**

**Inadequate**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Good

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

### The provision is inadequate

During busy periods, such as the beginning of the day and lunchtime collections, the lobby area where children enter can become chaotic. Entrance gates are often left open and the supervision of children is poor during these times. The procedures that managers have put in place to improve this, including only having two parents come in at a time, is not effectively monitored and implemented. Managers have not taken the necessary action to minimise the risk of children leaving the premises unsupervised, compromising their safety. Furthermore, the current arrival routines have a negative impact on children's behaviour. Managers fail to help children learn how to behave safely and this impacts what they learn about right and wrong. For instance, children do not learn about the dangers of walking through open gates and leaving the premises without an adult.

Children's emotional needs are not always supported well enough on their arrival to nursery. For example, when children arrive they are not welcomed by the most familiar person to them, who they have a bond with. This does not help to support the emotional well-being of children, particularly those who find transitions, such as separating from their parent, difficult. However, due to a strong key-person system in place children are happy and settled once they enter the main building. They begin to form friendships and play together cooperatively. Where children may struggle with turn taking and sharing, staff are quick to intervene and support adequately.

Babies and toddlers are inquisitive and curious, they delight in small-group activities. For example, staff hold up a bubble wand and demonstrate how to blow bubbles. Children laugh and clap with glee as they manage to blow a big bubble independently. Staff share in children's success by offering lots of praise and encouragement. Children with special educational needs and/or disabilities (SEND) are well supported. Leaders and managers work in partnership with parents to offer support, guidance and ensure referrals are put in place when needed.

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

- Managers fail to meet all safeguarding and welfare requirements of the early years foundation stage statutory framework. They are aware of the need to improve the system of monitoring those entering and exiting the building. However, they have failed to implement effective risk assessment procedures to ensure children are unable to leave the premises unsupervised. Furthermore, since the previous inspection, leaders and managers have not effectively monitored and built on staff's knowledge of how to continue to enhance children's communication and language skills.
- Overall, the curriculum for children's learning is designed suitably. Staff know

their children well. Staff take time to gather information about children that helps them to understand what they already know and can do and what it is they need to learn next. Next steps generally provide children with challenge to build on their existing knowledge. However, weaknesses in practice during some daily routines impact on the potential progress children are able to make, such as regarding what they learn about how to behave.

- Babies and young children enjoy songs and rhymes throughout the day to support their language development. Stories are shared in groups and one to one. During small-group activities, staff introduce new words, helping to increase children's vocabulary and repetition reinforces key words. However, staff's use of questioning is not fully effective. Staff do not regularly encourage children to use their widening vocabulary to share their ideas and opinions.
- Managers and staff support healthy lifestyles. Children enjoy nutritious snacks and meals freshly prepared on site. Children take part in cooking activities that help them to discover new ingredients. Children have plenty of space within the main room to be physically active as well as time in the garden and daily trips to the local park.
- Children navigate the setting confidently, accessing the different learning opportunities on offer. Staff are enthusiastic in their interactions with children, joining in role-play games as directed. Children concentrate during their chosen activities.
- Staff do not organise daily routines well enough to meet the needs of individual children. For example, children become restless and bored as they sit waiting for lunch to be served. Staff's supervision of children during these transition periods does not ensure that children are always engaged in safe and meaningful learning opportunities.
- Staff promote fundamental British values. Staff give children choices and support their independence suitably to help them learn some skills in readiness for the next stage of learning. Children learn about the world around them, and what makes them unique and special. Children are developing positive self-esteem as they celebrate what is important to them and others around them. Staff use children's home languages within the setting to help children settle quickly.
- Most parents are happy with the service provided by the setting. They speak highly of the support their children receive, and the guidance offered to them by the experienced staff team. Parents are regularly invited into the setting for celebrations, the most recent being Father's Day, to take part in activities with their children.
- Overall, staff feel well supported by managers within the setting. They have regular meetings and supervisions to help monitor practice. Staff have access to regular training to help them develop some aspects of their practice.

## Safeguarding

The arrangements for safeguarding are not effective.

Risk assessment procedures are not effective in ensuring that any risk to children is recognised and removed to ensure their safety. For instance, the procedures in

place for when children arrive at and leave nursery do not help to ensure that children are unable to leave the premises unsupervised. This compromises the welfare of children. However, once within the main area of the setting, children access a safe and secure environment with suitable levels of supervision. Leaders and managers ensure all staff receive a full safeguarding induction. All staff can demonstrate secure knowledge of the different types of abuse. They talk confidently about how to record and report concerns. Staff understand the importance of whistle-blowing if they have concerns regarding colleagues.

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

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	Due date
implement effective risk assessments procedures to manage and minimise any potential risk to children, particularly in relation to the security of the children during children's arrival periods	31/08/2023
ensure children are supervised and within sight and sound at all times	31/08/2023
improve staff's questioning skills during their interactions with children to develop the communication and language skills of all children	31/08/2023
review daily routines, particularly for mealtimes and children's arrival to nursery, to meet the individual needs of all children.	31/08/2023

## Setting details

<b>Unique reference number</b>	132393
<b>Local authority</b>	Newham
<b>Inspection number</b>	10295212
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	75
<b>Number of children on roll</b>	102
<b>Name of registered person</b>	Trinity Community Centre
<b>Registered person unique reference number</b>	RP517578
<b>Telephone number</b>	020 8552 3992
<b>Date of previous inspection</b>	19 December 2017

## Information about this early years setting

Trinity Day Care Nursery registered in 1994. It is situated in the London Borough of Newham. The nursery operates from 7.30am to 6pm on Monday to Friday, all year round, except for bank holidays. The provider employs 20 members of staff. Of these, 16 hold an appropriate early years qualification from level 2 to level 6. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Natalie OLeary

## 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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the interactions between staff and children.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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