

Inspection of Trinity Day Care Nursery

East Avenue, Manor Park, London E12 6SJ

Inspection date:

17 October 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

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Staff greet children warmly in the morning and ensure that they are safely escorted into the building. They then support children to choose from a range of engaging activities. For example, babies use their senses to explore cooked spaghetti, while older children make creative models out of play dough. Staff interact warmly with children, offering frequent praise and reassurance. This supports children's personal development. However, there are inconsistencies in the quality of education that children receive, which hinders the progress they make.

Staff encourage children to follow the 'golden rules' of the nursery. However, these are not fully embedded as staff sometimes do not offer reminders, such as when children are running inside or getting too loud. At times, this can escalate and the environment becomes loud and chaotic. However, there are extended periods of the day where children are engaged in child-led play and the nursery feels calm and purposeful.

Staff ensure that children have plenty of opportunities to be physically active. They make good use of the small outside area. For example, children enjoy painting on the walls with water while they get some fresh air. Staff use the local park each day to provide opportunities for children to develop their gross motor skills and learn about the world around them. For example, staff encourage children to find signs of autumn. Leaders have also dedicated a large area inside the nursery to children's physical development in response to their needs.

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

- The provider has made positive changes to address the actions raised at the last inspection. For example, there are new locks on the outside gates and clear systems for signing children in and out of the building. This helps to keep children safe.
- Leaders are clear about what they want children to learn while in their care. They are aware of how children's skills progress over time. For example, children develop their independence skills as they move through the nursery, with older children serving themselves noodles for lunch and using cutlery successfully.
- Some staff are good models of spoken English. They discuss stories with children in the reading area and sing nursery rhymes throughout the day. Staff engage with children while they play, modelling vocabulary and asking questions. However, these interactions are inconsistent. Leaders have not focused enough on developing staff's teaching skills to ensure that children always benefit from interactions that support and extend their learning.
- The special educational needs coordinator (SENCo) communicates well with parents, staff and other professionals to ensure that they are working towards

the same targets for individual children. Children with special educational needs and/or disabilities (SEND) have secure relationships with their key persons. This supports them to feel safe in the nursery. However, there is a lack of strategies in place to meet their individual needs. Therefore, children with SEND do not make as much progress as possible.

- Leaders and staff develop good parent partnerships. For example, babies have daily diaries to keep parents up to date about their care routines. Staff often meet with parents to share updates about their children, and leaders are quick to discuss any concerns with parents. Parents feel that their children are happy and well cared for at the nursery.
- Leaders have introduced group learning sessions that put an appropriate focus on developing children's communication and language skills. However, these sessions are not ambitious enough for all children. For example, staff give simple instructions but do not expect all children to follow them. Children are not clear what is expected of them and quickly become distracted. Other children choose not to participate at all. This contributes to an environment that is not suitable for learning.
- Mealtimes are a calm and positive experience for children as they enjoy home-cooked, nutritious meals and engage in conversations with staff. Children are supported to wash their hands at appropriate times. Staff support older children to gain further self-care skills in preparation for school. For example, they learn to put on their own coats and hang their belongings up by themselves.
- The manager is reflective about the nursery and aware of the strengths and areas for improvement. She uses supervision sessions to identify staff's training needs. The manager has a plan in place for the professional development of the whole team. She plans to make changes in a steady and sustainable way to prioritise the well-being of staff. The manager seeks support from external advisers and is committed to making further improvements.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a good understanding of their responsibilities to keep children safe. Staff have a secure knowledge of safeguarding. Leaders regularly check staff's knowledge through questioning them and sharing scenarios. All staff know how to report concerns. Risk assessments are thorough, and changes have been made to improve the security of the building. The provider ensures that thorough recruitment checks are carried out for new staff members to ensure that they are suitable to work with children. They monitor staff's ongoing suitability through staff supervision sessions. Most staff are paediatric first-aid trained.

What does the setting need to do to improve?

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

	Due date
implement targeted professional development for all staff to improve teaching and provide children with consistently good learning experiences	24/11/2023
implement effective strategies to support children with SEND to better access the curriculum	24/11/2023
ensure that all staff share the same expectations for children's behaviour to develop consistency across the nursery.	24/11/2023

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

- organise group times to support all children to participate and follow instructions.

Setting details

Unique reference number	132393
Local authority	Newham
Inspection number	10306711
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 3
Total number of places	75
Number of children on roll	93
Name of registered person	Trinity Community Centre
Registered person unique reference number	RP517578
Telephone number	020 8552 3992
Date of previous inspection	22 June 2023

Information about this early years setting

Trinity Day Care Nursery registered in 1994 and is based in the London Borough of Newham. It is open all year round, Monday to Friday, except for bank holidays. Sessions are from 7.30am to 6pm. The provider employs 20 members of staff, all of whom hold appropriate early years qualifications 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

Nicola Baker

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the nursery.
- The inspector viewed the areas of the nursery and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked 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 SENCo spoke to the inspector about how they support children with SEND.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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