

Inspection of Trench Tots Nursery

Gibbons Road, Trench, Telford, Shropshire TF2 7JR

Inspection date: 18 December 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 Good

What is it like to attend this early years setting?

The provision is good

Staff provide children with a wide range of open-ended resources and materials that spark children's interests, imagination and help them all to make good progress. Older children construct with a range of recyclable materials. They use flour and water to stick shells onto a box and work with their friends to build a large car using tyres and crates. Staff place a strong focus on helping two-year-old children to develop their hand muscles. Children use their hands to squeeze lemons and tea bags as they mix ingredients in the water tray.

Staff ensure that children are happy, secure and ready to learn. Babies form close bonds with staff and quickly become immersed in their play and exploration. Two-year-old children are confident throughout the daily routines, including choosing to wash their hands and helping to set the tables for lunch. They know what they need and carry chairs, so they can sit down to play in the sand. Staff have high expectations for children's behaviour and children are respectful.

Leaders adapted the arrangements for involving parents in children's learning as a result of the COVID-19 pandemic and are now welcoming parents back into the nursery for stay-and-play sessions. Parents now benefit from opportunities to play with their children in the nursery and spend more time with their child's key person.

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

- Leaders reflect well on the service they provide and are committed to making ongoing improvements. They have plans to enhance the outdoor areas to extend the learning opportunities for children even further.
- Leaders monitor the quality of staff practice well and provide staff with professional development opportunities that help to extend their teaching skills. Recent training has helped staff to enhance their support for children with special educational needs and/or disabilities (SEND) and to help children to manage their feelings and behaviour.
- The provision for children with SEND meets their needs effectively. The special educational needs coordinator monitors children's progress and is quick to make referrals, so that children receive further support from outside agencies.
- Leaders have a clear understanding of the key development milestones that their children need to progress towards in the different rooms. However, their curriculum is not precisely focused on building on what older children already know, understand and can do, to extend their learning even further.
- Staff have created a stimulating learning environment, which ensures that children are motivated to play and explore. However, staff do not link the activities they have planned as well as possible to children's learning targets.

This means that their teaching does not precisely reflect children's learning needs.

- Staff support children's communication and language development well. Leaders monitor children's progress carefully and implement targeted interventions, so that all children are supported well. Staff use books and songs as a key teaching tool to help children to develop their language skills. Children recall features of stories in their play.
- Children progress well with their mathematical knowledge and staff provide them with plenty of opportunities to apply their understanding during play. Older children develop an understanding of number and quantity. Younger children compare volumes of containers during water play.
- Staff working with babies and toddlers recognise when to stand back to support babies to explore in their own way, make connections and develop their thinking skills. For example, as babies explore a range of materials using their senses.
- Leaders and staff support children's health well and follow thorough procedures for minimising the spread of germs. Children enjoy nutritious snacks, meals and healthy drinks. They understand the rules and expectations particularly well at mealtimes and are well mannered. Children learn about the importance of good oral care routines.
- Parent partnerships work well. Staff value the contribution that parents make to their child's learning and encourage two-way conversations about children's progress. Parents are very pleased with the support that staff provide to them and with the care of their children.

Safeguarding

The arrangements for safeguarding are effective.

Leaders reflect well on their policies and procedures to keep children safe. They ensure that their practice is in line with current guidance and the local authority. All staff are well trained in safeguarding children and have a strong understanding of how to keep children safe. This includes careful risk assessment relating to sleeping and when children have an accident. Staff know a wide range of signs that may indicate a child is at risk of harm and how to report these. This includes managing allegations about a colleague. Leaders implement safe recruitment processes to verify the suitability of staff.

What does the setting need to do to improve?

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

- refine the curriculum, so this precisely identifies what children need to know, understand and do as they progress through the nursery
- help staff to use children's individual assessment information to inform planning, so that learning experiences precisely build on what children already know.

Setting details

Unique reference number	EY270242
Local authority	Telford & Wrekin
Inspection number	10317462
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 7
Total number of places	78
Number of children on roll	110
Name of registered person	Trench Tots Neighbourhood Nursery Limited
Registered person unique reference number	RP906917
Telephone number	01952 270058
Date of previous inspection	22 May 2018

Information about this early years setting

Trench Tots Nursery registered in 2004. The nursery employs 29 members of childcare staff. Of these, 25 hold appropriate early years qualifications at level 2 and above. The nursery opens from Monday to Friday all year round, except bank holidays and one week at Christmas. Sessions are from 7.30am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Anne Dyoss

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.
- Leaders joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children interacted with the inspector during the inspection.
- Staff spoke to the inspector during the inspection.
- 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 quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation with the early years foundation stage lead.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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