

Trinity College Day Nursery, Trinity College

Inspection report for early years provision

Unique Reference Number	107093
Inspection date	05 March 2008
Inspector	Nigel Lindsay Smith
Setting Address	Stoke Hill, Stoke Bishop, Bristol, Avon, BS9 1JP
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Registered person	Trinity College (Bristol) Ltd
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Trinity College Day Nursery is run by Trinity College, which is an Anglican and inter-denominational theological college. It opened in 1997 and operates from an adapted building on the college campus. It is situated in Stoke Bishop, Bristol. A maximum of 28 children may attend the setting at any one time. The setting opens five days a week all year round except on bank holidays and the Christmas and New Year holiday period, from 08.00 to 17.30. All children share access to a secure enclosed outdoor play area.

There are currently 56 children from under one to four years on roll. Of these, 17 children receive funding for early education. The setting serves students and staff from the college, and the wider community. Children attend for a variety of sessions. The setting supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

The setting employs 10 members of staff. Of these, seven have appropriate early years qualifications. The setting receives support from an advisory teacher from the Early Years Advisory Team.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's good health is promoted through effective policies and procedures. They begin to learn about being healthy as they regularly wash their hands; a child tells the inspector 'we wash our hands so we don't get germs'. Children's risk of cross infection is low as staff have good hygiene practices, such as wearing disposable gloves when changing nappies. The premises and equipment are kept clean. Risk of infection is reduced by a clear policy for children not to attend when ill, and parents are contacted promptly if they become ill when at the nursery. Parents provide written permission if medication is needed, and they are asked to sign records of the medication being administered by staff, so that there is clear communication. Children are safeguarded in the event of an accident as the nursery obtains permission for emergency medical treatment. There are first aid trained staff and first aid provision on the premises in the event of a minor accident. Records of any accidents are thorough, and shown to the parents to ensure consistent care, although parents are not always asked to sign the record.

Children learn the importance of healthy eating as they benefit from food freshly prepared on the premises. Fresh fruit is included in their snacks. Older children enjoy meals such as a roast with vegetables sitting in an appropriately sized group with a member of staff to create a family atmosphere. Younger children and babies eat together with good support from the staff. Staff ensure that children have good access to drinks so that they do not become thirsty. Children's dietary requirements and any allergies are identified, so that their individual needs are met.

Children have regular access to fresh air as very good use is made of the outside area for physical activities and for a wide range of other areas of their daily programme. They also use other areas of the extensive college grounds. They learn to use a range of large equipment such as a climbing frame, hoops and trikes, and small equipment including pens, scissors, and staplers.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children enjoy a homely environment in the nursery, which is a converted house. The rooms are comfortable, with welcome posters, and with pictures, mobiles and books, play equipment and mirrors at appropriate levels. Children can see the surrounding wooded grounds from the windows. A wide range of resources are arranged to promote independent access by children in all areas of the nursery. Equipment meets safety standards when it is obtained, and is monitored to ensure that it remains safe to use.

Children are cared for safely in premises where vigilant staff identify and minimise the majority of risks. For example, staff closely supervise the children, and safety items such as stair gates are in place. Children take part in regular fire drills and there are arrangements to ensure the maintenance of fire equipment. Children are monitored carefully when they are resting. Access to the premises is monitored effectively as staff always meet visitors at the door. Only people nominated by parents are able to collect their children. Children learn about keeping safe as staff remind them about safety issues, such as not throwing sand.

Children's welfare is safeguarded through a clear child protection policy, which contains details of local arrangements if a referral is made. There are details of procedures to follow in the event of an accusation against a member of staff.

Helping children achieve well and enjoy what they do

The provision is good.

Children happily enter the setting and separate from their carer. Friendly staff help this transition as they warmly greet the children. Children and staff have very good relationships. Babies and toddlers are confident to approach staff for support or cuddles. They take part in a stimulating range of activities which encourage them to develop. Staff support children well by sitting on the floor with them and involving themselves in play. For example, a child exploring the interesting range of items available finds a book and takes it a member of staff, who then reads it to several children as they sit comfortably on cushions.

Staff use their good knowledge of the relevant framework to plan activities for children to enjoy and which support their development. They evaluate written observations and effectively use this information to meet children's individual needs. Parents have access to these records which enables them to be involved in their child's day.

Nursery Education

The quality of teaching and learning is good. Children make very good progress, supported by staff's clear knowledge and understanding of the Foundation Stage. Children's choice and independent access is promoted well as resources are organised effectively. Planning is thorough and ensures that all six learning areas are covered, linked to monthly themes. Regular observations are made of each child and recorded in their learning diaries. These observations are effectively used to plan for children's individual needs.

Children are developing independence as they use their own named pegs, and dress themselves to go outside. They are confident and sociable, greeting visitors and introducing themselves and they show interest in each other and the staff, for example, talking about where a member of staff has gone on holiday.

Staff use their initiative very well in developing topics with the children. A child shows an interest in sharks after bringing in a plastic toy, and is encouraged to investigate further using books and the internet, and to produce their own book. All the children then become enthusiastically involved in activities relating to the ocean and the seaside. Children count regularly, for example, the number of boys and girls in the group. They become familiar with different shapes and patterns, for example, through using a peg board. They develop their understanding of the college and other local communities, for example, through going on walks. They learn about tending plants through planting them, and they have very good opportunities to learn about the changing seasons and nature through observing the woods outside the nursery. They become familiar with technology as they use the computer.

Children have good opportunities to develop their creativity as they make bigger, smaller, taller sandcastles, sing and move to music. They explore craft materials, although they are not always asked appropriate questions to help them to discover the next step for themselves. They use their imagination in role play activities such as 'the seaside', which provides good opportunities to develop their learning, such as through using a cash register in the seaside 'café', and using a variety of shapes in the 'ice cream shop'.

Helping children make a positive contribution

The provision is good.

Children feel valued as staff are aware of their individual needs and take time to support these. They gain a positive image of the diversity of society through activities such as investigating weddings in a variety of cultures. Parents with additional languages to English are asked to increase the children's understanding of the variety of languages by translating the setting's books. Staff are committed to ensuring that children with learning difficulties and/or disabilities are fully included in the activities.

Children behave very well. Staff are very kind and friendly and establish excellent relationships with the children, using praise effectively. There is a clear behaviour management policy in place. Staff calmly reinforce expected behaviour such as explaining clearly why running indoors is dangerous. There are appropriate strategies to deal with any challenging behaviour.

Children benefit from the strong commitment by the nursery to build good relationships with their parents. Social events complement the formal arrangements to discuss children's progress. Parents are asked to provide information about their children so that the staff know their needs when they start. Daily information is exchanged verbally and using a whiteboard. Newsletters, notice board articles and emails are also used to communicate with parents. There is a procedure in the event of a complaint being made about the nursery, although it does not include arrangements to inform other parents. Parents' feedback is positive, particularly with the level of personal care given at the nursery.

Partnership with parents is very good. Comprehensive information about the Foundation Stage is given through a brochure, displays and parents' evenings. Parents are informed about the weekly plans and invited to make contributions. There are two formal occasions held each year for parents to discuss their children's progress and they are able to speak to the key workers at other times. Parents are invited to comment in response to the written progress reports about their child.

Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is good.

Staff enhance children's care with effective organisation. They work well as a team, communicating effectively to meet the children's needs. Rigorous recruitment and vetting procedures ensure that staff, agency staff and volunteers who work with children are suitable. The setting demonstrates its commitment to providing good quality child care as all staff have childcare qualifications and are encouraged to undertake further training events.

All required documentation which contributes to children's health, safety and well-being is in place. Records are maintained confidentially and retained for the appropriate period.

Leadership and management are good. A thorough procedure including written instructions ensures that staff induction is effective. There is a clear system for staff appraisal. Regular meetings enable staff to discuss their ideas. The manager monitors the planning for the Foundation Stage.

The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection of care the setting was asked to devise a written statement of procedures to be followed in the event of allegations of abuse made against a member of staff or volunteer. This has been achieved. At the last inspection of nursery education the setting was asked to continue to review and develop the system of assessment, to further support children's progress and learning. This has been successfully achieved.

Complaints since the last inspection

Since 1 April 2004 there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that parents sign all accident records
- further develop the complaints procedure to include a system for sharing any complaints with parents

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- further develop the use of questions to help children develop their problem-solving skills

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk