



Trinity Lodge

Inspection report for early years provision

Unique Reference Number	EY287969
Inspection date	16 November 2005
Inspector	Leoarna Mathias
Setting Address	Trinity Lodge, Buckeridge Road, Teignmouth, Devon, TQ14 8LZ
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Registered person	The Govenors of Trinity School
Type of inspection	Integrated
Type of care	Full day care, Out of School 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 outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT SORT OF SETTING IS IT?

The nursery at Trinity School was established in 1993 and opened in the current premises of Trinity Lodge, a large converted Edwardian property in 2001. It was first registered with Ofsted in 2004. The nursery, situated on the outskirts of Teignmouth town centre is linked by footpath to Trinity School, which is set in extensive parkland.

The nursery provides day care as well as after school and holiday care and is arranged in three age group areas. Day care is available for 50 weeks a year, from

08:00 hours until 18:00 hours. Nursery One accommodates 21 babies and toddlers up to the age of two years and consists of several playrooms, as well as sleep, feeding and changing rooms. Nursery Two accommodates a total of 28 children aged two to three years in the Stars room on the first floor, and the Rainbows room on the ground floor. Nursery Three on the ground floor accommodates 30 children aged three to five years, in a large playroom and conservatory area. Children have access to securely enclosed outside lawned and safety surfaced play areas. There are also kitchen, dining and toilet facilities, as well as staff facilities on both floors. Meals are cooked on the premises. There are currently 131 children on roll, 58 of whom are in receipt of nursery education funding. The nursery supports children with special educational needs and English as an additional language.

Trinity Lodge is an integral part of Trinity School, which is an independent school with a joint Roman Catholic and Anglican foundation. The school and nursery are managed by a board of governors who employ 20 nursery staff. Of these, 19 members of staff hold an appropriate early years qualification, and the remaining member of staff is currently working towards a qualification. The nursery receives support from the Local Authority and Sure Start programme, and with the school has achieved an Investors in People award. The nursery is preparing for accreditation through the National Day Nurseries Association.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children thrive as a result of the many initiatives undertaken by the nursery to promote their health. For example, children enjoy a very wide range of healthy items at each snack time, and are introduced to new foods regularly. They enjoy home cooked meals with fresh ingredients, and children are encouraged to learn about the food groups through characters such as 'Calcy' and 'Carbo', and understand how they help us to grow. Good systems are in place to ensure that all staff are aware of children who have particular dietary needs. Milk and water are freely available at all times, and there is a comprehensive policy on baby feeding, in order to ensure a high level of continuity between home and the nursery for very young children. Children are learning quickly to manage their own personal care, as they wash their hands after toileting and before meals with little prompting. The majority of staff are first aid trained, and there are comprehensive systems in place to ensure that children's medical needs are well known to staff, that parents are properly informed of accidents, and that medicines are properly administered. These systems further ensure that children enjoy high levels of continuity of care.

Staff have a very good knowledge of how children physically develop, and use this knowledge to ensure that children enjoy both indoor and outdoor environments that encourage them to move with confidence and safety. They enjoy very regular outdoor physical play, as well as accessing a very wide range of tools and resources that promote the development of their manipulative skills, such as scissors, pens, glue, trowels and computers. Children are also involved in creating a garden. Finally,

children enjoy daily movement sessions as a group, and are, as a result, increasingly able to recognise the effects of exercise upon their bodies, and can say when they are thirsty.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children enjoy ample space for their play, including an inviting outdoor area that is used throughout the day. A wide range of suitable toys and resources are readily used by children in all parts of the nursery, and children access an even greater range of equipment, as visiting professionals regularly bring in extra resources for play sessions. Access to the provision is extremely well monitored, and comprehensive systems are in place to promote the security of children and staff alike. Children's safety is also very well promoted; fire safety equipment is regularly checked, regular fire drills are undertaken, and risk assessments are thorough and are clearly displayed in each area so that they are accessible to staff at all times. All staff take part in regular training that covers a range of health and safety issues, further increasing children's enjoyment of a safe environment. Children are also encouraged, through the establishment of the 'golden rules', to think about their own behaviour and how that impacts on the happiness and safety of others within the nursery. Finally, there is a comprehensive child protection policy, which includes clear guidelines for staff's management of their physical contact with children. Staff are confident in knowing what to do if they have concerns about a child, and as a result, the welfare of children is thoroughly safeguarded and promoted while in their care.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Close and caring relationships are very much in evidence between children and staff. As a result, children are confident and happy during their time in the nursery, settle quickly to activities upon arrival, and are familiar with the routines. The Birth to three matters framework is being used to very good effect with younger children; staff working in these areas demonstrate a secure understanding of how children develop and are able to use this knowledge to create stimulating environments for children's play. Children's progress is closely monitored, and the information gathered is well used to further promote their development.

Nursery Education

The quality of teaching and learning is outstanding. Children are very enthusiastic about their own learning, and have positive attitudes towards participation in both adult-led and self-chosen activities. They concentrate on tasks, such as creating a play, walking on stilts or writing a letter to Santa, for significant periods of time. They exercise high levels of initiative as they learn, making choices about resources, readily asking for support and deciding for themselves when they need a break for snack. They are proud of their achievements, such as answering questions correctly

at story time or successfully wrapping a parcel, and share them with staff, who respond warmly. Children are also very able to play together harmoniously, working as a team to put on a show for other children. They use good manners in their dealings with staff and each other, using please and thank you without prompting, and have all contributed to the establishment of the golden rules to ensure the smooth running of the group.

Children are making very good progress towards the early learning goals in all six areas of learning. They have strong communication skills, readily contributing ideas and thoughts to group discussions, and listening well at story and register times. Their vocabularies are growing quickly, as they use a good range of descriptive words when studying the differences between types of envelopes. Daily activities promote their understanding of sounds and rhythm, and books are well used by the children throughout the session. They have regular opportunities to recognise their own name and other simple words, as well as accessing a broad range of mark making materials, both indoors and out, and many children are keen to show how well they can already write their names. Children show confidence in their understanding of mathematical concepts. They join together with the reception class of Trinity school for 'maths mornings', as well as enjoying a range of activities within the setting that promote their understanding, such as counting each other at register time or making comparisons of leaf sizes gathered during Autumn. Children demonstrate high levels of curiosity about the world around them, making lots of observations and asking many questions during the discussion about the role of the postman. Resources with which to design and make are freely available, and children spontaneously make parcels following the post man discussion. They also enjoy regular opportunities to cook and garden. Information technology is easily accessed and effectively supported by adults. Children also have regular opportunities to learn about other cultures and beliefs, as well as developing a respect for their own traditions, as they celebrate Easter and Harvest festival with the school. Children clearly enjoy making music, freely accessing instruments and taking part in song singing with enthusiasm. Their imaginative play is effectively supported as staff provide appropriate levels of encouragement and ensure that resources are available. Finally, children have many opportunities to make choices during their time at the nursery, as they respond well to encouragement from staff to plan their own learning.

Staff working with three and four year old children demonstrate considerable knowledge of the Foundation Stage curriculum. They work well as a team, and are all actively involved in planning the wide range of stimulating activities that children enjoy daily. They have a clear sense of how each child is progressing, gathering as they do substantial amounts of information about each child's participation in activities and their achievements. This information is then used at weekly planning meetings to shape the next steps in each child's learning. This flexible approach allows staff to respond quickly to the learning needs of each child. Staff use particularly effective teaching methods when working directly with the children, and are skilled in eliciting children's enthusiasm and in encouraging them to think. The staff team are also very much able to evaluate their own practice, and to bring about improvements where necessary.

Helping children make a positive contribution

The provision is outstanding.

The staff of the nursery go to great lengths to ensure that they meet the individual needs of every child at the setting. They employ a well organised key worker system that ensures that every child is well known to at least one member of staff. Children with special educational needs or English as an additional language enjoy high quality care, as the nursery maintains very strong links with outside agencies for advice and support, and all children are encouraged to respect and appreciate difference and diversity in our society. Children respond positively to encouragement to work within the nursery's rules to which they have contributed, and as a result, children feel able to behave well and give of their best. Children's social, moral, spiritual and cultural development is therefore fostered appropriately.

The partnership with parents is outstanding. Staff recognise the enduring role parents play in their child's development, and strong relationships between parents and staff are very much in evidence. Parents' views are regularly sought, and suggestions for improvements are promptly responded to, for example, the recent increases in the amounts of daily information parents of older children receive. Informative notice boards and newsletters allow parents to be actively involved in the nursery, and regular parents' evenings enable them to be familiar with the detail of their child's progress. As a result of these measures children enjoy very high levels of continuity of care between home and the nursery.

Organisation

The organisation is outstanding.

The nursery meets the needs of the range of children for whom it provides. Legally required documentation which contributes to children's health, safety and wellbeing is in excellent order, and the management team have a very good understanding of the regulatory requirements within which they operate. Vetting and induction processes are thorough, policies and procedures which underpin staff practice are regularly reviewed, and staff access substantial training. As a result, all staff are confident in their roles. Space, time and resources are very well organised, and there is a high ratio of staff to children. Therefore, children receive high levels of care and individual attention throughout the day.

The leadership and management of the nursery is outstanding. Staff take pride in the levels of care they provide and feel effectively supported by the management team in all aspects of their work. Staff also respond well to encouragement to evaluate their practice, and as a result, all actively contribute to the ethos of continuous improvement found throughout the nursery. In return the leadership and management team work hard to ensure that staff feel valued, undertaking two separate quality assurance processes in order to thoroughly reflect upon their staff management systems. The nursery also draws upon the expertise of their colleagues in the neighbouring school to ensure that best practice is adopted at all times.

Improvements since the last inspection

At the last inspection of funded nursery education the group were asked to ensure that assessment records for each child contained sufficient detail in order that the information be effectively used to contribute to the next steps in children's learning. Staff working with these children collect pertinent information regularly throughout the week, in order that the planning for the following week is now closely matched to the learning needs of each child.

Complaints since the last inspection

There have been no complaints made to Ofsted since registration. 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

No recommendations for improvement are made because the quality and standards of care are outstanding.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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