



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 311876

DfES Number: 584568

INSPECTION DETAILS

Inspection Date 28/04/2004
Inspector Name Julie Lerner

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Trinity Corner Private Nursery
Setting Address 106 Rawling Road
 Bensham
 Gateshead
 Tyne and Wear
 NE8 4QR

REGISTERED PROVIDER DETAILS

Name Mrs Barbara Gerits

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Trinity Corner Private Nursery is located in the Bensham area of Gateshead. The building is a former church on a residential street. The nursery comprises of two floors. On the ground floor are two sectioned areas in the large hall and a small room at the top of this area. These areas are used by two age groups of children: pre-school and toddlers. On the first floor is the baby unit and a separate nappy changing area. There are toilets located near to the entrance, staff accompany children if they wish to use these.

Outdoor space is not accessed directly from the nursery premises. The play area is located adjacent to the building, children use the front door and walk along the street, supervised by staff. The times that children are allowed to access this area is on a limited basis as it is not owned by the nursery.

The nursery is open from 07:30-18:00 all year round except public holidays and between Christmas and New Year. Children from all areas can attend the nursery. The nursery provides funded education and there are currently 13 children attending the nursery who receive funding, seven of these are three-year-olds and six of these are four-year-olds. The nursery receives support from an advisory teacher from the Local Authority on a regular basis.

A manager is in place there is a Senior Nursery Nurse in each of the age groups. There are 11 staff working with the children; all except two of the staff have a relevant child care qualification. A cook and cleaner are employed on the premises.

How good is the Day Care?

Trinity Corner Private Nursery provides a good standard of care. There are clear routines in place to allow children to participate in a wide range of activities and these are flexible to ensure children's individual needs are met, especially for younger children. Staff work well together as a team and are deployed effectively to ensure that children have the necessary support to participate fully. There are excellent induction procedures to ensure staff are fully aware of their roles and

responsibilities; reference information is easily accessible. Policies are very comprehensive and a good operational plan shows how the provision is run.

Space is used effectively. The premises are light and airy and staff have created lovely displays of children's work, showing that this is valued. Equipment is wide, varied and appropriate for the ages of children attending. Children access equipment easily and choose what they wish to play with confidently; the consideration of picture labelling on storage would enhance this further.

Relationships with children are very good. Staff extend children's learning by the use of questions and effectively encourage children's development. Children are very confident, they move freely around the nursery and are keen to join in with activities and share experiences with each other and staff. Staff manage behaviour well and according to the ages of the children. Children are well behaved and keen to join in with routine tasks such as tidying away, helping set out tables for dinner, etc.

Partnership with parents is good. The setting uses several different ways of passing information to parents and general information for parents is easily accessible around the nursery. Parents are complimentary about the staff team and consider them to be approachable.

What has improved since the last inspection?

At the previous inspection the group agreed to: ensure that staff:child ratios are maintained; record times of attendance; ensure that an adequate temperature is maintained; seek advice from Environmental Health regarding ventilation in the toilets; check the recommendations made by the Fire Safety Officer and ensure that parents countersign records of medication administered to their child.

The group now has two-way radios in place in the baby unit to contact other staff members if cover is needed to maintain ratios. Times of children's attendance are now recorded. There are comprehensive systems in place to check temperatures on a regular basis to assist with the maintenance of an adequate ambient temperature throughout the nursery. Ventilation is now in place in the toilets and the group is awaiting a visit from an Environmental Health Officer to check that this is adequate. The Fire Safety Officer has visited and the manager stated that he was satisfied with the premises. Parents countersign the medication book; where this does not happen an explanatory notes is made in the book.

What is being done well?

- The nursery has an very effective induction procedure which clearly defines staff's roles and responsibilities. This ensures that staff practise is consistent and policies and procedures are fully explained.
- The equipment is wide, appropriate and interesting. Children are able to access this easily and do so with confidence.
- The premises create a warm and welcoming environment for children and parents. Children's displays are of a high quality and show that children's

work is valued.

- Relationships with children are very good. Staff know the children well and support them competently in their play.
- Children are very confident, they share experiences with each other and adults and are comfortable in the environment. They are keen to help in daily tasks and are well behaved.

What needs to be improved?

- story time, to ensure that children are grouped appropriately so that they can participate fully.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
3	Consider the grouping of children at story time to ensure that this appropriate to the ages and abilities of the children.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Trinity Corner Nursery provides a welcoming atmosphere where children settle quickly and make very good progress towards the early learning goals across all six areas of learning.

The quality of teaching is very good. Staff are enthusiastic and work well together to provide an interesting and challenging curriculum that enables children to learn successfully. Their sound understanding of the early learning goals results in a good balance of child and adult-initiated activities. The premises offer a stimulating indoor environment and use of local amenities compensates for the lack of dedicated outdoor space. Very good resources are used effectively to develop children's abilities and learning. Ongoing and detailed assessment ensures that each child's needs, interests and abilities are identified and planned for appropriately.

Staff have high expectations of all children's behaviour and this has a positive impact on behaviour and relationships within the nursery. Interaction with children is very good, successfully fostering independence in play, learning and personal care. Appropriate procedures are in place to offer care and support to children with special educational needs and who have English as an additional language.

The leadership and management of the nursery is very good. Staff are aware of their roles and responsibilities and work well together, so that the day-to-day running of the nursery works very well. The manager has a strong commitment to monitoring, developing and improving practices. Staff are encouraged and supported to undertake ongoing relevant training and to contribute to regular staff meetings and appraisal.

Partnership with parents is very good. They are provided with detailed verbal and written information about the nursery's organisation and activities and keeps them well informed of their child's achievements and progress. They are actively encouraged to become involved and to share what they know about their child.

What is being done well?

- Children's personal, social and emotional development is very good. They are confident, interested and involved in activities, and independent in their play and personal care. Their social skills and behaviour are very good and their relationships with staff and each other are very positive.
- Staff's teaching and positive interaction with children is very good. Their solid knowledge of the early learning goals leads to well planned activities that interest children and enables them to make good progress in all aspects of their play and learning.
- Children's use of mathematical concepts and language in everyday activities

is very good. They are confident in the recognition and use of number, shape and pattern and show developing interest and awareness in investigation and problem-solving.

- Partnership with parents is very good. Parents are provided with comprehensive verbal and written information about the nursery and about their child's activities and progress.
- Clear leadership ensures the effective monitoring and assessment of teaching and learning, so that staff development is well supported, improvements are identified and high standards maintained.

What needs to be improved?

- There are no key weaknesses to report, but consideration should be given to the following:
- opportunities for four-year-olds to further engage in physical activities of climbing, scrambling, sliding and swinging
- opportunities for four-year-olds to further develop independence during meals and snack times.

What has improved since the last inspection?

The setting has made very good improvement since the last inspection.

The child assessment system documentation for knowledge and understanding of the world now covers all the stepping stones for this area so that children's progress can be monitored effectively.

Partnership with parents has been extended by introducing a system of gathering information about children when they start the nursery, so that staff plan activities that build on what children already know.

The programme for mathematics has been extended to effectively incorporate adult-led and child-led activities that help children to discover problem-solving skills relating to weight, volume and capacity.

The programme for physical development has been extended effectively and provides good opportunities for children to develop their balancing skills. However, the constraints of the accommodation results in there being no permanently available or fully suitable outdoor play area, so four-year-olds cannot readily engage in physical activities of climbing, scrambling, sliding and swinging (PD Blue 40). This is carried forward as a point for consideration only.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

They are very confident when expressing their needs and ideas and have a good level of independence which extends and enhances their learning in all areas. Their behaviour and relationships with staff and towards each other are very positive. During play and learning they are very interested and involved and work well in groups or on their own.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Their use of language for communication and thinking is well developed through songs, drama, stories, questioning and conversation. They use it effectively to extend and enhance their play and learning. Children engage positively in developing their writing skills and can recognise familiar letters and words in books and on labelling within the setting.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Most children confidently count beyond ten and recognise some numerals. Good small group activities extend children's understanding of shape and pattern, addition and subtraction, which are consolidated effectively during other activities, for example, counting songs, jigsaws, construction. All children use mathematical language spontaneously in their play and enjoy solving practical problems during good adult-initiated activities such as sand and water investigations and experiments.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are interested and involved in learning about the natural world and their own environment. They enjoy exploring, investigating and using a range of real and natural tools and materials. Some children use forms of technology competently to support their learning, for example, computer, headphones and tape deck. Children talk confidently and spontaneously about familiar people and events. Good resources and activities develop their awareness of the cultures and beliefs of other people.

PHYSICAL DEVELOPMENT

Judgement: Very Good

They move within all areas confidently and safely, skilfully manoeuvre on wheeled toys and are developing control when catching and throwing. Children are adept at fine manipulative skills, for example, construction, cutting and threading. They have opportunities to develop their climbing and balancing skills and enjoy taking part in music and movement sessions. Most children attend to their physical needs independently, and some are aware of changes to and health of their bodies.

CREATIVE DEVELOPMENT

Judgement: Very Good

They are confident and able to explore and express their ideas and feelings through a wide range of activities such as dressing up and role play, painting, two and three dimensional model making, singing to music and with instruments. Children recognise and use colour competently and experience using different textures and materials such as wet sand, collage and dough.

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- The following are raised as points for consideration only:
- extend opportunities for four-year-olds to engage in physical activities of climbing, scrambling, sliding and swinging
- extend opportunities for four-year-olds to further develop independence during meals and snack times.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.