

Trinity College Day Nursery, Trinity College

Stoke Hill, Stoke Bishop, Bristol, Avon, BS9 1JP



Inspection date	20 July 2015
Previous inspection date	5 January 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff work very well with parents. They provide parents with a wealth of information about their children's achievements and good guidance on how to support learning at home. Staff invite parents to share their skills with the children, such as computing, and seek their regular feedback to support the consistent drive for improvement.
- Following recent training, there is a high focus on outside learning, which parents value wholeheartedly. In particular, staff promote children's curiosity about nature, encourage risk taking, teach them safe practices and develop children's imaginations.
- The key-person system is effective at meeting children's emotional needs, particularly for the youngest children. This is because consistent, experienced and well-qualified staff know their children well and provide a safe and secure environment.
- Teaching is consistently good. Staff provide a good range of enriching experiences to support children's progress towards their next steps. They interact positively in children's self-chosen play to promote their communication and language skills well.
- There are good systems to encourage staff's professional development. The management team completes regular staff supervision meetings and, more recently, observations of activities to guide and extend the good practice.

It is not yet outstanding because:

- Staff do not always consider the size of group or age of children in planned activities. Therefore, on occasion, children wait too long for their turn and staff miss opportunities to extend children's learning.
- Staff do not always encourage other early years providers to share information to promote a more consistent approach to children's care, learning and development.

What the setting needs to do to improve further

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

- review group times, in particular the size of the group and the length of time younger children sit, to extend the learning opportunities
- strengthen systems for sharing information with other early years settings children attend.

Inspection activities

- The inspector observed children playing inside and outdoors.
- The inspector spoke with parents during the inspection and considered their written views of the setting.
- The inspector spoke with the management team, staff and children at convenient times during the inspection.
- The inspector completed two joint observations; one with the manager in the baby room and one with the deputy manager in the pre-school room.
- The inspector sampled documentation including children's learning diaries, self-evaluation and policies and procedures.

Inspector

Rachael Williams

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Since the last inspection, staff gain more detailed information when children first start, which helps them to support children's emotional security. Staff complete accurate assessments, using observations effectively to identify next steps. Children are motivated to learn because staff positively support their creative ideas. Resources and equipment are easily accessible for children to make their own choices. Staff questioned children well, encouraging them to solve problems independently, such as how to stick materials together. Staff knew when to step back and let children explore independently. Group time demonstrated how recent staff training has helped them develop children's mathematical thinking. Children confidently matched shapes to pictures, listening well to descriptions and counting. However, the group was too large and children waited too long for their turn. Younger children benefit greatly from the positive interactions of staff as they develop their early writing skills. Staff positioned themselves well and provided a clear commentary on children's actions to model language and build communication skills. They acknowledged children's attempts, followed their lead and drew examples next to the children's own marks. They questioned children well, helping them to achieve.

The contribution of the early years provision to the well-being of children is good

Staff frequently evaluate the organisation of the environment and resources to ensure it meets children's needs. They attend training and visit other provisions to gain ideas on how to make the most of the space for potential learning. Staff meet children's care needs effectively. They cuddle toddlers and reassure them when unknown adults are present. Supportive staff help children build friendships and develop social skills. For example, young children are encouraged to share the water urn and to work collaboratively, with designated roles, to complete the task. Older children learn independent skills, such as pouring their drinks when they are thirsty, and younger children feed themselves, in readiness for their next steps. Children learn safe practices. Staff talk calmly to children, encouraging them to think about the possible outcomes of their play and encouraging them to think of alternative ways to minimise the risk.

The effectiveness of the leadership and management of the early years provision is good

There are robust recruitment, vetting and induction arrangements to ensure staff are suitable for their roles. Staff have a very good knowledge of safeguarding practice, including their responsibility to report any concerns they have about a child. The management team and staff have a good knowledge of the provision through effective self-evaluation and monitoring of children's progress to drive improvement. Staff do not work successfully with other early years settings.

Setting details

Unique reference number	107093
Local authority	Bristol City
Inspection number	839469
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	28
Number of children on roll	45
Name of provider	Trinity College (Bristol) Ltd
Date of previous inspection	5 January 2011
Telephone number	0117 9684493 (Direct Line)

Trinity College Day Nursery is governed by Trinity College. The nursery registered in 1997 and operates from the college campus in Stoke Bishop, Bristol. The nursery is open each weekday between 8am and 5.30pm for most of the year. The nursery receives funding for the provision of free early education to children aged two, three and four years. The nursery supports children who have special educational needs and/or disabilities. The college employs a nursery manager who has an early years qualification at level 3. She is supported by an additional five members of staff, all of whom have early years qualifications at level 3 or above. This includes one who holds Qualified Teacher Status and another who holds an early years degree.

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