

Trevi House Creche

Trevi House Ltd, 2-6 Endsleigh Gardens, Plymouth, Devon, PL4 6DR

Inspection date	17/09/2014
Previous inspection date	26/08/2009

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

The quality and standards of the early years provision

This provision is good

- Staff have very good relationships with parents, and provide advice and support that enables children to develop well.
- Staff form close and caring bonds with children, ensuring that they feel safe and secure.
- The manager and staff work well with outside agencies so that children have the support they need to thrive.
- Staff manage behaviour well, supporting children as they develop socially and emotionally.

It is not yet outstanding because

- Occasionally, staff miss opportunities to extend learning and develop children's concentration skills.
- There are not enough visual representations of numbers in the outdoor environment to enhance mathematical skills.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children engaged in activities both indoors and outside.
- The inspector carried out a joint observation with the manager.
- The inspector sampled documents, including policies, procedures and children's developmental records.
- The inspector spoke to children, parents, staff and management.
- The inspector toured the premises, and met with the manager and staff of Trevi House.

Inspector

Margaret Baird

Full report

Information about the setting

Trevi House Creche is managed by Trevi House Ltd and is situated close to local shops in the Plymouth area. The creche was registered in 2004 and consists of a baby room, a separate conservatory playroom and a quiet room for older children. It is open each weekday from 9am until 12pm and from 1pm until 4pm. The creche is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There are currently five children on roll, all of whom are in the early years age range. Children have access to both indoor and outdoor play spaces. The creche supports children with learning difficulties and/or disabilities and those for whom English is an additional language. There are five staff working in the creche. All staff level 3 childcare qualifications and in addition, one staff member has a degree and one holds Early Years Professional Status.

What the setting needs to do to improve further

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

- provide further opportunities for children to build on their learning and develop their concentration through sustained activities

- help children to recognise numbers in their play outside, for example through displays.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children enjoy the activities provided in the crche and appear happy and settled. Staff plan activities according to the interests of children, and ensure that all areas of learning are covered well. This means that children make good progress. Staff provide a visual timetable of the activities for the day, so that children begin to understand the routines. This enables them to feel secure and develops their understanding of time. Staff have a good knowledge of child development and how children learn. They interact well with children during activities, following their lead in play and making learning fun. Resources are easily accessible to children, so they are able to make choices about their own play. As a result, they develop independence and confidence.

In the main nursery, staff support young children as they enjoy small world play with pirates and a pirate ship. Staff encourage them to talk about what they are doing, developing communication skills and enhancing vocabulary. For example, children notice it is windy outside; staff encourage them to think about how the wind will blow the pirate

ships along, and they encourage children to talk about how fast the ships will go. At group times, staff encourage children to join in with number songs on the computer. They demonstrate the actions and praise their efforts. However, the session is very short, and although children are attentive, staff do not continue the activity once the song on the computer has finished. This means that children do not have the chance to develop their learning and concentration further through a sustained activity.

The book area is cosy and welcoming, with a good range of books and props so that children can act out stories and rhymes. Staff have made very good use of this area to include small world play, so children are able to explore ideas from books and stories in an imaginative way. This enables them to develop good creative skills, and their learning in communication and language is enhanced.

There is free access to the outdoor environment, so children can decide for themselves whether to play indoors or outside. The outdoor area is spacious and secure, and provides lots of opportunity for developing physical skills. For example, staff encourage children to run, jump, crawl and slide, using a variety of equipment; they praise and encourage them to jump higher, and to find different ways of sliding down the slide. However, there are not enough numbers displayed outside. As a result, children do not begin to identify numbers as they count in their play.

Staff plan regular outings to the local park and parent and toddler groups. This provides children with access to an extended variety of learning opportunities, and enables them to socialise within the local community. Staff ensure that learning is enriched by inviting specialist practitioners into the nursery. A music maker visits the nursery, so that children enjoy creative, multi-sensory music sessions together with parents and staff of both Trevi House and the nursery. This helps children to develop creative skills and provides valuable experiences for parents and children to enjoy together. Consequently, children make good progress emotionally and socially.

There is a separate baby room, which is light, spacious and well equipped. Staff ensure that the environment supports babies' learning needs by providing a range of natural materials and creative resources so that they can begin to make choices for themselves and explore. One half of the room has an extensive range of sensory equipment, which all children are able to enjoy. Information about routines for babies, such as nappy changing, is recorded and there are daily conversations between staff and parents.

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

Staff form close and secure relationships with children and parents. This enables children to feel happy and safe, allowing them to develop emotionally and become independent. Staff have attended training on the importance of forming secure bonds with children. They use this knowledge effectively as they work together with children and parents.

The manager ensures that discussions about behaviour management form part of the joint staff meetings with the Trevi House staff so that all staff work coherently, providing a consistent approach for the children. Staff work very closely with parents, which means that children benefit from a shared approach to behaviour management. They gently but consistently acknowledge how children are feeling, praise good behavior and use effective distraction techniques. Staff manage children's behaviour well. For example, at snack time,

they model good behaviour by sitting at the table to eat, passing food to each other and sharing. This supports children to learn how to manage their feelings and be considerate towards others.

The environment is light, spacious and welcoming, with a good range of resources, both inside and outdoors. Staff ensure the environment is safe for children to explore by staying vigilant and regularly assessing risk. They encourage children to be safe, but allow them to develop their own sense of risk when exploring. This ensures that they are learning the importance of staying safe for themselves.

Staff promote healthy eating by providing healthy snacks for children to enjoy and providing information for parents. Children are able to eat with parents and staff at meal times. Fresh, healthy food is served by the cook at Trevi House, and meal times are a sociable and enjoyable time. Staff encourage children to help themselves so that they develop independence, and they build social and emotional skills as they talk together. Staff promote independence in care routines and support children in dressing themselves so that they are well prepared for school.

Staff support children well when they enter the nursery, working closely with parents to ensure that they settle happily. Parents are on site, so can be contacted if necessary. Key workers support transition into schools and nurseries by sharing information and through regular visits. This ensures that children are well prepared for the next steps in learning.

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

The manager and staff have a good understanding of the requirements of the Early Years Foundation Stage and how children learn and develop. They plan effectively in response to their needs and interests, and as a result, children are engaged, eager to learn and make good progress.

The nursery has an effective safeguarding policy and procedures in place. Staff are clear about their responsibilities for keeping children safe, and the safeguarding and welfare requirements of the Early Years Foundation Stage are fully met. The manager is the safeguarding officer and all staff have attended a child protection course. They are very aware about the need to keep children safe. There are robust procedures in place, such as fire drills, which staff practise with children regularly so they are aware of what to do in an emergency. Effective risk assessments are in place and safeguarding is central to the nursery's ethos.

There are robust staff recruitment and induction procedures in place. Staff are supported through effective supervision and training. They share training they have attended with each other so that good practice is developed throughout the nursery. Staff have recently attended Thrive training, which focuses on the importance of children's well-being and emotional development. This has enabled staff to work with children and parents in dedicated play sessions. Children benefit from this shared approach, and are able to make good progress in their learning and development. Staff work well as a team and support

each other.

The manager and staff have a strong drive to improve the service they provide for children and families, and all previous recommendations have been addressed. They are participating in The Bristol Standard, a quality assurance scheme run by the local authority. This has helped them to prioritise any areas for development and work towards improvement as a team. Staff work with the early years advisory service in order to move forward. Children benefit from staff improving their knowledge and practice. There are plans to develop the outdoor space for both parents and children, so that the environment can be extended and improved, which will benefit children by giving them more opportunity to interact with each other.

The nursery works closely with external agencies. Consequently, children receive prompt, effective attention when extra help is needed. A clinical psychologist is working with staff to ensure effective behaviour management strategies are in place. There is a very good relationship with parents. They benefit greatly from play sessions in the nursery, when they can play with their children and staff can provide information about how children are learning and developing. This enables parents to develop the learning further. Parents say they are very happy with the way children are developing in the nursery, and feel that they are progressing well. They commented that staff provide lots of information, support and advice, which helps build their confidence as parents.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY292960
Local authority	Plymouth
Inspection number	833847
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	20
Number of children on roll	5
Name of provider	Trevi House Ltd
Date of previous inspection	26/08/2009
Telephone number	01752 255758

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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