

Inspection of Trenance Childcare

Trenance Childrens Centre, Trenance Road, Newquay, Cornwall TR7 2LU

Inspection date: 2 May 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children enjoy their time at the setting. They are cared for by friendly and nurturing staff, who know them well. Children benefit from a variety of experiences, which are interesting and capture their attention. They are confident to join in with others, take part and have a go at new things. For example, older children are keen to take turns holding the skipping rope to allow their friends to jump over it, and to crouch down to walk under it. Children and staff enjoy one another's company, smiling and laughing together as they play.

The children's behaviour is very good. They are learning good social skills and manners. They listen to staff and follow instructions well. Pre-school children talk about the 'golden rules'. They show that they understand how and why they should follow them. Staff sensitively support toddlers to share their toys and learn how to wait their turn. Babies receive lots of praise for their achievements.

Children benefit from daily opportunities to play and exercise in the fresh air. In particular, they are able to enjoy direct access from their rooms to the covered decking areas. They develop their core strength and balance as they climb the steps of the climbing frame and show great pleasure as they go down the slide.

What does the early years setting do well and what does it need to do better?

- Staff carefully choose books that link to what is happening in the children's lives. For example, pre-school children enjoy listening to the story about two bells and a king. They excitedly join in with the text and know that big bell makes a mighty 'bong' while the little bell makes a tiny 'bing'. They show that they appreciate that those who make the biggest noise are not always as important as they think. This helps to build their understanding of their emotions and those of others.
- Children with special education needs and/or disabilities are supported well. The special education needs coordinator works closely with families and external services to implement effective strategies to provide targeted support.
- Managers do not provide enough support to staff to help them to review their work and address issues as they arise. Staff are highly committed to providing high-quality learning experiences for all children. Changes in staffing and the increase in attendance of children who require additional support have resulted in extra pressures for staff. Some staff report low morale, that they feel burdened by their workload and unable to achieve the high standards they aspire to.
- Generally, staff provide clear structure and routines for all children. However due to a lack of leadership, pre-school children spend time waiting for tables and seating to be ready at lunchtime. Staff are unclear which children should have

the pre-ordered hot meals. Staff take time to find who some lunch boxes belong to. As a result, some children show signs of anxiety as they wait to eat their food.

- Parents speak highly of the setting. They comment that staff are very supportive and approachable. Parents are pleased with the progress their children make and feel informed about the daily activities provided.
- School-aged children enjoy attending the before- and after-school sessions. Staff provide a wide range of fun activities. There are very good relationships with the school.
- Staff make good use of children's developing interests in their curriculum. They plan for core knowledge and skills that they feel children need to be taught. However, the quality of the curriculum is not consistently high when children are in the large outdoor areas. There is not enough focus on how best to support and extend children's learning.
- Staff promote children's good health, including oral health, well. Children enjoy healthy and nutritious snacks, and staff encourage them to serve and feed themselves. Staff and children sit together to enjoy this social time when they engage in interesting conversations.
- Managers ensure that any additional funding is used appropriately to best support children's needs. For example, they use funding to enable children to attend additional sessions. This enables children to spend more time developing their social skills with others.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff attend regular training to ensure that they are aware of their role in safeguarding children. They know the signs that may indicate a child could be at risk. They know the procedures to follow if they have concerns about a child in their care or if they are worried about the conduct of a colleague. There is effective liaison with the local authority. Children with allergies are supported well. Managers have recognised some internal walls require redecoration to improve hygiene standards and have taken steps to arrange for the work to be done. Staff complete risk assessments and take appropriate action to provide a safe environment in which children can learn.

What does the setting need to do to improve?

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

- consider ways to improve support to staff to help them to review their work and address issues, to help them to feel valued, engaged and not burdened by their workload
- support staff to deliver a high-quality and ambitious curriculum when children

use the large outdoor areas

- review the organisation of lunchtimes to ensure that pre-school children are able to sit down and enjoy their food without unnecessary delay.

Setting details

Unique reference number	EY333418
Local authority	Cornwall
Inspection number	10287601
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 7
Total number of places	72
Number of children on roll	125
Name of registered person	Trenance Childcare Committee
Registered person unique reference number	RP904042
Telephone number	01637 877099
Date of previous inspection	16 April 2019

Information about this early years setting

Trenance Childcare registered in 2006. It is a committee-run setting and is situated in Newquay, Cornwall. Trenance Childcare is open each weekday, from 8am until 6pm, for 50 weeks of the year. There are 23 members of staff employed. Of these, one holds early years professional status, one holds an early years qualification at level 5, and 12 staff hold qualifications at level 3. The setting receives funding to provide free early years education for children aged two, three and four years.

Information about this inspection

Inspector

Linda Williamson

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector completed a learning walk with the manager and discussed how they organise the provision and curriculum intent.
- The inspector and manager completed a joint observation of teaching activities to review the quality of education.
- The inspector spoke to parents to get their views about the setting.
- The inspector spoke to staff and children at appropriate times.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- Relevant documentation was viewed by the inspector.

We carried out this inspection 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.

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