

Inspection of Trenance Childcare

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

Inspection date: 2 July 2024

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision is inadequate

Weaknesses in safeguarding procedures continue to compromise children's safety and welfare. Lack of action by leaders and staff means children, who may be at risk of harm, do not receive the support or intervention they need. Ineffective sharing of safeguarding information means leaders and staff do not always meet children's needs. Information has not been provided to Ofsted about committee members to allow for any suitability checks to be completed as necessary. Committee members have access to staff, children and families' confidential information, despite vetting checks not being completed.

Since the last inspection, leaders have made improvements in how staff manage children's behaviour. Children play cooperatively with each other. For example, staff model 'taking turns' with pre-school-aged children. Later these children share toys and politely ask their friends 'Please can I have that one?'. However, leaders have not done enough to improve safeguarding procedures to ensure children are safe.

There is a well-designed curriculum to support children's physical development. Staff build on what children know and can do and need to learn next. They support babies to learn to crawl. Staff place objects just out of their reach to encourage them to stretch and move. Toddlers sit on ride-on toys. They strengthen their leg muscles as they propel themselves forward. Pre-school-age children practise catching and throwing balls to enhance their hand-eye coordination skills. However, because leaders and staff do not act appropriately on safeguarding information, they are not doing enough to ensure that the curriculum adequately supports children's personal, social and emotional development.

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

- Leaders do not escalate concerns about children's welfare with external agencies. Although they record safeguarding information about children, they do not share this with the relevant professionals. Leaders and staff do not follow their safeguarding policy and procedure to protect children from harm.
- Leaders and staff do not know how to identify when children may be at risk of harm or know how to respond in a timely and appropriate way. When leaders do not take action to protect families and children, staff do not intervene or share information with relevant agencies, in line with safeguarding procedures.
- Children's and families' safety and confidentiality is put at risk. Some individuals whose suitability has not been appropriately checked by Ofsted are allowed to conduct staff supervisions in areas within the childcare premises, while children are present in other areas of the building. This is despite the issue of unchecked committee members being discussed at the previous inspection. Staff are not aware that some of these individuals are not fully vetted and, therefore, do not

know that they cannot be left unsupervised. In addition, during supervisions, staff may disclose confidential information to unchecked committee members about children and their families, including information that could relate to safeguarding.

- Following training, staff have expanded the range of communication and language learning opportunities for babies outdoors. They hang metal pots, pans and spoons on the fence. Babies stand up and bang the spoons on the pans. Staff sing nursery rhymes with babies as they do this. Babies tap to the rhythm and remember some key words in the songs.
- Toddlers and pre-school-age children show motivation to learn outside. Staff play alongside them and broaden the children's knowledge of the natural world. These children scoop mud into bowls and stir in water. Staff introduce herbs such as mint to add into their mixtures. Children take turns smelling the mint and tell each other 'I like it.' Although children engage in play, leaders and staff are not doing enough to promote and support children's emotional security. This is because they do not understand or recognise the impact that adverse childhood experiences may have on children's personal, social and emotional development and are not adapting the curriculum to address this.
- Pre-school-age children develop their memory skills. Staff ask them to name four things they do when they wake up each day. Each child describes their four steps of getting up in the morning. Staff praise these children for 'good talking' and 'good listening'. Children learn about putting things in order. They extend their vocabulary and use the words first, next and then in their sentences.
- Parents value the information they receive on how to help their children's development at home. For example, staff share the storybook and song children will be reading and singing the following week. Parents comment they can sing the same song or read the same book with their children at home and build on their learning further.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
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ensure that any concerns about children's safety or welfare are immediately escalated in line with local safeguarding partnership reporting procedures	03/07/2024
provide Ofsted with information about committee members to allow for necessary suitability checks to be completed	05/07/2024
ensure all staff, including those who lead on safeguarding children, understand how to identify when children may be at risk of harm and how to respond in a timely and appropriate way.	26/07/2024

Setting details

Unique reference number	EY333418
Local authority	Cornwall
Inspection number	10338549
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	1 to 4
Total number of places	46
Number of children on roll	126
Name of registered person	Trenance Childcare Committee
Registered person unique reference number	RP904042
Telephone number	01637 877099
Date of previous inspection	29 February 2024

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. Of these, one holds an early years qualification at level 5 and 15 staff hold qualifications at level 3. There are seven members of staff who are unqualified. The setting receives funding to provide free early years education for children aged two, three and four years.

Information about this inspection

Inspector
Jemma Honey

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation of a group activity.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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