

Inspection of Trenance Childcare

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

Inspection date:

7 October 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Children arrive confidently and happily, and walk straight into the nursery while waving goodbye to their parents. Children feel safe and secure in the care of staff and form warm attachments with them. For instance, when children see the staff who work in other rooms, they hurry over to give them affectionate cuddles. Staff are positive role models of the behaviours they expect from children, including the use of good manners. Children are kind to their friends and share the toys and resources.

Although staff plan enjoyable activities for children, they are not always clear about what they want children to learn. Children are keen to take part in activities and to explore the resources. For example, babies enjoy splashing water, and toddlers develop an early interest in books. Pre-school children concentrate well when they use tools to push plastic golf tees into pumpkins. However, due to a lack of challenge, they sometimes lose focus and quickly move on to play elsewhere. Additionally, staff do not often engage children in two-way discussions to develop the children's communication skills and their confidence to speak. There has been a recent change in senior management and new leaders have identified the weaknesses in the planning and delivery of the curriculum. They have begun to implement an action plan to address these issues, although it is too early to see the impact of recent changes.

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

- New leaders have identified the weaknesses and taken effective action to address the previous breaches of the safeguarding and welfare requirements. They have provided support and coaching to staff to develop their skills and knowledge. All staff and leaders are now clear about the action to take to report concerns about children's welfare, including how to escalate any issues to the relevant agencies.
- New leaders are ambitious in their intentions for what they want children to learn at the nursery. However, currently, the curriculum does not always link closely enough to children's learning needs and interests to build on what they know and can do. For example, children are given leaves to stick on to paper or brown and red paint to make autumnal pictures. Staff do not consider how to support children and extend their learning during these activities, so the children finish quickly and move on to play elsewhere.
- Staff know the children well overall and are quick to recognise when children might benefit from additional support. However, staff do not share information effectively with each other about how to meet their key children's individual learning needs. When key persons are absent, staff working with the children do not always find out what the children need to learn next and how to support

them.

- Although staff model the correct pronunciation of sounds, they do not do enough to support children to develop their conversational skills by engaging them in regular two-way discussions. For example, staff do not always give pre-school children time to think about and respond to questions. Younger and quieter children do not receive the same support to nurture their language development as their more confident peers. Consequently, some children do not have the opportunity or encouragement from staff to join in with conversations and practise their early language skills.
- Parents provide positive feedback about the relationships that staff form with the children and their children's happiness when they attend. Staff keep parents informed of their children's learning and development. However, staff do not form links with other settings that children attend, to help them get to know the children quickly and promote consistency in their learning.
- Staff help children to become familiar with the daily routines. They warn children that they will soon need to pack away the toys so children understand what will happen next. The toddlers and pre-school children join in with singing the tidy-up song.
- Staff understand risk assessment and take appropriate action to reduce hazards and risks to children. Staff deploy themselves well to support and supervise children during mealtimes. They conduct headcounts of children when they move between different areas of the premises to ensure all children are present.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure that staff take into consideration the children's interests and next steps in learning when planning and delivering the curriculum to challenge children and help them make good progress	01/11/2024
provide support and coaching for staff to develop their practice with regard to promoting children's communication and language.	01/11/2024

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

- develop information-sharing between staff to help them identify how to provide targeted support to meet children's individual learning needs, including when key persons are not present
- establish links with other settings that children attend to exchange information about children and get to know them quickly.

Setting details

Unique reference number	EY333418
Local authority	Cornwall
Inspection number	10360642
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 4
Total number of places	46
Number of children on roll	41
Name of registered person	Trenance Childcare Committee
Registered person unique reference number	RP904042
Telephone number	01637 877099
Date of previous inspection	2 July 2024

Information about this early years setting

Trenance Childcare registered in 2006. It is a committee-run nursery and is situated in Newquay, Cornwall. Trenance Childcare is open each weekday, from 8am until 6pm, for 50 weeks of the year. There are 20 members of staff. Of these, one holds an early years qualification at level 5, and 15 staff hold qualifications at level 2 or 3. The nursery offers government-funded places.

Information about this inspection

Inspector
Sarah Madge

Inspection activities

- The manager carried out a learning walk of the nursery with the inspector and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- The inspector spoke with the manager and deputy manager about the leadership and management of the nursery.
- The manager carried out joint observations with the inspector to reflect on the quality of teaching and learning.
- The inspector spoke with parents and staff to take account of their feedback and experiences at the nursery during the inspection.
- The manager held a meeting with the inspector to discuss the leadership and day-to-day running of the nursery and provided documentation to demonstrate the suitability of staff.

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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