

Inspection of Traquinas Childcare

36 Croxton Road, Thetford IP24 1AG

Inspection date:

25 March 2025

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in this highly engaging and motivating nursery. Staff engagement with all children is extremely positive and warm. This helps children to feel safe, welcomed and loved. Children form close relationships with their peers. They are kind, and their behaviour is extremely positive. They demonstrate high levels of self-esteem and confidence. Children participate in daily yoga sessions, which helps them to develop strength, flexibility and focus. Alongside this, children are introduced to positive affirmations that promote positive thoughts and feelings. This helps them to develop resilience to overcome challenges and remain calm in any conflicts.

Children are extremely well prepared for starting school. They are helped to become independent and develop self-care skills right from starting as a baby. Young children serve themselves food at mealtimes. In pre-school, a self-care station helps children to learn how to care for their personal needs as they blow their own noses, brush their hair and wipe their faces. Older children learn how to be responsible for their own safety. For example, they demonstrate to staff where to safely place their fingers as they chop fruit and vegetables. Children learn about responsibility and develop empathy for living things as they help care for a chicken and turtles, who are very much part of the nursery family.

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

- Staff demonstrate a very strong understanding of child development and how the activities and experiences they provide for children help them to learn and achieve. They are truly passionate about helping children to have the best possible start in life, and children's happiness and welfare are at the heart of everything they do. Through careful sequencing of learning, staff deliver an ambitious curriculum and are consistently building on what children know and can do.
- Teaching is exemplary. Staff listen intently to children and react positively to what children say and do. Staff are knowledgeable and skilled at promoting and extending learning as children play. They respond well to children's emerging interests. For example, when very young children express an interest in trains, they are provided with the experience of travelling on a real train. Children who are learning about the lifecycle of a plant visit the garden centre to find out more facts about plants and buy seeds for planting.
- Leaders highly value the staff who work in the nursery. They utilise their team members' strengths very well and make them feel empowered in their role. Staff morale is high, and they say they feel very well supported in their role. A meaningful ongoing programme of professional development opportunities continually helps staff to build their knowledge and skills in childcare. The impact

of this is clearly evidenced through the strong teaching techniques demonstrated by staff and the varied experiences children receive.

- Children are helped to develop a very strong sense of belonging in their local community. Children, including babies, regularly visit the allotments, attend forest school sessions and visit the library and shops. Staff take older children swimming at the local pool to help them become water-confident. Children participate in activities with elderly people at the local care home. Activities such as these also help children to develop their social skills and confidence as they meet and interact with different people in society. They help to broaden children's learning experiences and prepare them well for their future life.
- Staff place a strong emphasis on developing children's communication and language. They communicate clearly and model language effectively. Story and singing sessions are fun and engaging. Children are exposed to rich language as they engage in conversations with staff. The eldest children talk about different reptiles and predators as they wash and brush the nursery turtles and discuss the hexagon shapes they can see on the turtles' backs. Babies and young children confidently use familiar signs to communicate their wants and needs.
- Children with special educational needs and/or disabilities (SEND) and their families receive exemplary support and guidance from staff. Staff have high ambitions for all children in the nursery. They ensure that children are provided with a learning environment that consistently meets their needs. Staff work very closely with parents and other professionals to help develop and nurture children to make the very best progress they can. Strategies such as providing private speech and language therapist sessions help children to receive the support they need in a timely manner.
- Parents speak highly of the setting. They say that staff are kind and supportive, and they particularly appreciate the time their children spend out in the community. Staff provide training for parents that helps to increase their knowledge of different aspects of childcare, such as preparing their children for starting school and e-safety. Parents are very well informed about their children's time in the nursery and their achievements. They spend time in the nursery for different events, such as stay-and-play sessions.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	EY486211
Local authority	Norfolk
Inspection number	10376128
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	33
Number of children on roll	63
Name of registered person	Traquinas Limited
Registered person unique reference number	RP908094
Telephone number	01842338490
Date of previous inspection	17 May 2019

Information about this early years setting

Traquinas Childcare registered in 2015. The setting employs 12 members of childcare staff, all of whom hold appropriate early years qualifications from level 2 to level 6. The nursery operates Monday to Friday from 7.30am until 6pm, all year round. It provides government funded early education for all eligible children.

Information about this inspection

Inspector
Carly Mooney

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn. Room leaders spoke about their individual rooms and the children they care for.
- The inspector spoke to children to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Staff spoke to the inspector about how they support children with SEND.
- 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 an activity in the pre-school.
- Parents shared their views of the nursery with the inspector.
- The inspector spoke with the registered individual about the leadership and management of the nursery.
- 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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