

Inspection of Trinity Tots

The Trinity Catholic Academy, Titchfield Street, Liverpool L5 8UT

Inspection date: 16 January 2025

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children enjoy a wealth of new and exciting experiences at this setting. Leaders recognise that an important part of their role is to provide children with an understanding of life in modern Britain. They do this by exploring different cultures, foods and places. Children are enthralled by these experiences and look forward to regular trips and walks out in the community. Children progress well at the setting. They are active, curious learners. Leaders and staff implement a curriculum that is easy for all children to access. They set high expectations for every child and believe all children are capable of great things. Children are excited to learn and benefit from high-quality experiences, both during their own free play and during planned, adult-led activities.

Happy sounds fill the rooms of this setting. Children show respect to their peers and to the staff. This is partly because staff role model respect to the children, which they copy. This creates a peaceful, supportive environment in which children feel safe and flourish. Babies are confident. They show warm, secure bonds with all staff. They investigate large farm animal toys, pull themselves to standing on large play equipment and eagerly try new foods. Older children show impressive imaginative skills, begin to recognise letters and happily share and take turns with their peers. All children enjoy their time at this setting.

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

- Leaders and staff have a clear, shared vision for the curriculum. They strive to ensure all activities are meaningful and engaging, in order to encourage children's learning and progression. This approach is consistent across the setting, which helps all children to succeed as they experience high quality staff interactions. Learning is tailored to meet the needs and learning styles of every child. Children with special educational needs and/or disabilities are held to the same ambitious standards as their peers. They quickly begin to meet their individual goals and next steps in development.
- Children learn about ways to support their own good health. They enjoy cooking with staff during weekly sessions where they try new recipes and learn about healthy food choices. Staff also help children to understand that exercise is important, as they lead fun, physical activities indoors and outdoors. Children know how to wash their hands and faces and do this independently at key times, thanks to embedded and expected routines. This all helps to support children's individual physical development and builds skills that will help children during their upcoming move to primary school.
- Overall, children's communication and language development is well supported. Staff use rich language with children, introducing new words through conversations and during engaging story time sessions. Children enjoy small-

group sessions where staff introduce different objects and encourage children to use descriptive language to explain what they are feeling and seeing. Babies listen with awe as staff sing familiar nursery rhymes and songs. However, at times, staff do not allow children enough time to process what they are saying to them or the questions they are being asked. Staff, at times, ask closed questions that do not encourage children's critical thinking skills. This overwhelms some children who do not have time to join in with conversations effectively.

- Leaders manage the setting in a thoughtful way. They take time to consider the needs of the area and place high emphasis on staff well-being. They are passionate about supporting families and working with other professionals. This is hugely beneficial for children, as leaders are able to signpost families to enriching classes and early help when needed. This benefits children's experiences both within the setting and at home.
- Parents praise the leaders and staff. They comment that they feel supported and understand how best to aid their children's development at home, thanks to the efforts of leaders and staff. They cherish the strong bonds their children have with their allocated key person. This is evident through the secure and warm relationships children demonstrate while at the setting.
- Children behave well. They are polite, patient and caring. They support one another through sharing toys, offering cuddles and inviting their peers to join their play. Leaders create a culture of respect and warmth, which is clearly reflected in children's behaviour.

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

- consider more effective ways to question and talk with children in order to encourage their critical thinking and language processing skills.

Setting details

Unique reference number	2698201
Local authority	Liverpool
Inspection number	10368483
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 3
Total number of places	44
Number of children on roll	45
Name of registered person	St Joseph's Catholic Multi Academy Trust
Registered person unique reference number	2698199
Telephone number	01512982925
Date of previous inspection	Not applicable

Information about this early years setting

Trinity Tots registered in 2022 and is located in Vauxhall, Kirkdale, Liverpool. The nursery operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and one week at Christmas. The nursery employs seven members of childcare staff, six of whom are qualified at a level 2 or above. One member of staff is unqualified. The nursery offers government funded places for children and receives specific funding for disadvantaged children.

Information about this inspection

Inspector

Shauneen Wainwright

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.
- 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 provided the inspector with a sample of key documentation on request.
- Parents shared their views of the setting with the inspector.
- The inspector and the manager carried out a joint observation of an activity.

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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