

# TREGS Day Care and Educational Centre

97 Whitwell Road, London, E13 8DA



## Inspection date

27 October 2017

Previous inspection date

13 November 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- Leaders and managers are highly ambitious. They have exceptionally high expectations of staff and of children's abilities.
- Staff interaction with children is exemplary. Staff use highly effective explanations and questioning methods and children develop excellent communication and language skills.
- Staff are extremely kind and reassuring. They fully understand children's emotional needs. Children settle exceptionally quickly. Staff visit children at home before they start and this helps them begin to develop an attachment to their key person.
- Staff build strong partnerships with parents. Parents say they trust the staff and are confident in their ability to care for their children well. They use words such as 'awesome' when describing staff and the progress their children are making.
- All children make extremely good progress from their starting points. Staff plan exciting and challenging activities from their observations of children's play and their knowledge of children's interests. Children explore and investigate. They lead their own play while staff extend their learning and encourage creative thinking.
- Staff observe each other's practice and give constructive feedback. This helps them to evaluate their teaching and the impact this has on children's learning. Leaders and managers reflect carefully on their practice and the service they deliver. They take full account of the views of parents and children when planning for improvements.

## What the setting needs to do to improve further

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

- continue to build on the excellent tracking of groups of children that maintains the outstanding progress they make in their learning.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector carried out joint observations with the manager.
- The inspector held a meeting with the manager and spoke to staff and children.
- The inspector took account of the views of parents by speaking with some of them during the inspection.
- The inspector looked at relevant documentation, such as the suitability checks and qualifications of staff, children's progress records, risk assessments, attendance records, policies and procedures.

### Inspector

Jennifer Forbes

## Inspection findings

### **Effectiveness of the leadership and management is outstanding**

Managers and staff have made exceptional improvements to the nursery since their last inspection. Teaching is of an exceedingly high standard and staff supervision is extremely effective in identifying staff training needs. Staff are highly skilled and qualified. They use the excellent skills gained through training to expertly deliver an outstanding provision for children. Managers and staff check individual children's progress meticulously to help them to understand children's individual needs. They are extremely keen to expand their monitoring of groups of children to maintain the superb progress children make. Safeguarding is effective. All staff demonstrate their excellent knowledge of child protection procedures. They fully understand how to identify any risks to children's well-being and safety and how to report a concern.

### **Quality of teaching, learning and assessment is outstanding**

Staff observe children effectively as they play to identify the extent of their abilities. They create innovative and enjoyable activities and experiences to encourage children's learning. Children are eager to try things out and 'have a go'. For example, as staff play the piano children beat out a rhythm with sticks. They investigate the piano and staff teach them a simple tune. Children have excellent opportunities for physical development in the newly designed garden. For instance, as children take tentative steps on the climbing wall, staff support them with encouragement and suggestions to help them climb higher. They celebrate children's successes with 'high fives' and certificates to help boost their self-esteem and confidence. Staff encourage children to think creatively and solve problems, such as when building an obstacle course or a tower of bricks.

### **Personal development, behaviour and welfare are outstanding**

Babies and children are extremely curious and inquisitive. They love to dress up, use their imagination and explore. Babies thoroughly enjoy washing dolls in soapy water as staff sing about bubbles and how they go 'pop'. Children plant and harvest an extremely exciting range of vegetables and herbs. They learn interesting facts about their food and how it is grown, cooked and served. Staff teach children exceedingly well about the importance of a healthy diet, exercise and fresh air. Children learn exceptionally quickly how to be independent and do things for themselves. They competently serve their own food and tidy away their toys. Staff teach children important social skills, such as caring for each other, taking turns and sharing. Staff are nurturing, especially towards babies and children who have special educational needs and/or disabilities.

### **Outcomes for children are outstanding**

Children make exceptionally good progress in readiness for school. They recite letters and sounds and expertly match letters to words. Babies are especially quick to learn about numbers, colours and shapes. They point out animal pictures they recognise and make animal sounds. Children learn about the world through their books and resources. They find out about each other's differences and similarities and their cultures and traditions.

## Setting details

<b>Unique reference number</b>	EY466827
<b>Local authority</b>	Newham
<b>Inspection number</b>	1071589
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	67
<b>Number of children on roll</b>	55
<b>Name of registered person</b>	Tregs Glory Ltd
<b>Registered person unique reference number</b>	RP908185
<b>Date of previous inspection</b>	13 November 2014
<b>Telephone number</b>	02074733449

TREGS Day Care and Educational Centre registered in 2013. The nursery operates from Monday to Friday from 7am to 7pm, for 51 weeks of the year. There are 18 members of childcare staff. Of these, eight hold early years qualifications at level 3, one holds a qualification at level 4 and three hold qualifications at level 6. The manager holds early years professional status. The nursery provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

