

# Trinity Pre School Playgroup

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY273657
<b>Inspection date</b>	10 October 2007
<b>Inspector</b>	Julie Firth
<b>Setting Address</b>	Trinity Methodist Church, Trinity Road, Sale, Cheshire, M33 3ED
<b>Telephone number</b>	07816 532 548
<b>E-mail</b>	
<b>Registered person</b>	Susan Igoe and Beverly Kerr
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Trinity Pre-school Playgroup was registered in 2003. It operates from Trinity Methodist Church in the Sale area of Trafford. Children have access to the church hall, a room adjacent to the hall and a local school playing field for outdoor play.

The playgroup is open from 09.15 to 11.45 Monday to Friday. A 'Rising Five Group' operates Tuesday and Thursday from 12:45 to 15:15, term-time only. There are currently 45 children aged from two to four years on roll. Of these, three receive funding for nursery education. The nursery supports children with disabilities and children who speak English as an additional language.

There is a manager and six members of staff who work with the children, three members of staff hold a National Vocational Certificate qualification level 3. One staff member holds a National Vocational Certificate qualification level 2 and is undertaking level 3. The playgroup is a member of the Pre-School Learning Alliance and receives support from Trafford Sure Start.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is satisfactory.

Suitable procedures are followed by staff to protect children from illness and infection. They follow current and appropriate health and hygiene guidelines. Cleaning rotas are in place and surfaces are wiped down after children have eaten and after messy play. A detailed sick child policy is in place which excludes children who are ill from the setting, preventing the risk of infections being spread. When accidents occur, children receive good care as staff hold first aid certificates. Children are beginning to learn the importance of good hygiene practices as they are encouraged to wash their hands at appropriate times of the day; they are reminded by staff after using the toilet.

The setting actively promotes healthy eating and children enjoy choosing from nutritious options, such as, wholemeal bread and fruits. Procedures are in place to record children's health and dietary needs, their likes and dislikes with regard to food and drinks, ensuring that their needs are fully met. Children are offered drinks at snack time. However, drinking water is not accessible to children throughout the day. Snack times are relaxed occasions where children and staff sit together around the tables to enjoy their food and each others company.

Toddlers' health is promoted by the sufficient opportunities that they have to engage in physical play. Whilst playing indoors young children are able to run around, ride on bicycles and run with the parachute. Children become aware of their body parts as they move to a musical programme. Fine motor skills are nurtured as children manipulate play dough and handle small tools. However, children have few opportunities to practice their balancing and climbing skills.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children are cared for in well maintained premises. The room is set out to enable children to move around safely, accessing their equipment. Children have access to a good range of toys and equipment, which are well maintained, age-appropriate, safe and clean, helping to protect the children's well-being. Play materials are mainly organised for easy access, allowing children to make choices.

There are suitable processes in place to keep children safe and children are protected from hazards due to the daily risk assessments that are carried out by staff. Children learn about fire safety and regularly practice the fire evacuation procedure, helping them to understand how to keep safe in the event of a fire or emergency evacuation. A doorbell system is in place at the entrance area to manage access to the building, preventing unknown persons entering. Safety precautions, such as a missing children's policy further contributes to the protection of children. An effective arrivals and departure registration procedure is in place.

Children's welfare is protected because staff have a sound understanding of safeguarding children. All incoming injuries are recorded correctly and staff are to attend training to keep up to date with recent legislation.

## **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children are happy in the friendly environment where everyone relates well to each other with warm and caring relationships. Staff greet parents when they arrive at the playgroup, which contributes towards developing positive trusting three-way relationships. Young children receive lots of hugs and form strong bonds with their carers as they settle. They have access to creative activities and they enjoy making collages, baking, making soup and junk modelling. They have fun listening to their favourite nursery rhymes using a variety of musical instruments and take great delight when participating in sponsored activities. They become engrossed in role play as they play in the home corner, work with puppets and story sacs and play on the mat with small world toys. Children are beginning to learn right from wrong as staff explain why they should share resources and take turns when playing.

Staff have a growing awareness of the 'Birth to three matters' framework and are beginning to use the framework to plan activities. However, planned activities do not contain clear learning objectives and the evaluation of activities and assessment are not used to predict children's next steps of learning.

### **Nursery Education:**

The quality of teaching and learning is satisfactory. Children make steady progress in all areas of their learning as staff working with the pre-school children have a sufficient understanding of the Foundation Stage and early learning goals. Staff are enthusiastic and encourage children to become involved and interested in the suitable range of activities on offer. Most areas of continuous provision are available to allow children to consolidate their learning. Long and short term planning is in the early stages and linked to topics which reflect the interests of the children. However, systems are not in place to determine children's understanding, as a starting point to their learning, when they enter the pre-school. Staff make some general observations of the children as they play and there are a sufficient amount of adult-led and child-initiated activities. However, evaluations are not used to predict the next stages of learning for individual children and assessment is not linked to the stepping stones. This results in the more able children not being challenged enough.

Children are happy and motivated to learn. They develop positive relationships with adults and peers and show a willingness to be helpful and considerate towards each other. Children are beginning to form friendships and develop good communication skills as they chat confidently to each other and staff during play. They are able to sit for a sustained period of time and listen to their names at registration and during story time. They become independent as they learn to put on their coats and when going to the toilet. However, this is not re-enforced at snack time.

Children have sound opportunities to develop language skills. They happily join in with songs and rhymes helping them to develop an awareness of rhyming words. They recognise their own name and identify letters by tracing around activity sheets and staff encourage children during activities to gain pencil control. The book area gives children an opportunity to read for pleasure. Staff read to the children in the large group ensuring them that print has a meaning. Many children can count objects to five and some to ten. Children spontaneously use mathematical language to describe how many teddy bears they have and complete puzzles that promote counting and number recognition. They measure each other and speak about the tallest and smallest objects. However, children do not have sufficient opportunities to develop their

calculating skills which gives them few opportunities to problem solve and stretch the more able children.

Children develop a sense of time as they talk about holidays and discover the different seasons. They enjoy nature walks in the local environment and organise visitors, such as the lollipop lady and the policeman to talk to the children about safety in the community. However, they have insufficient access to resources and equipment that promote their exploratory skills, such as information, communication and technology and programmable toys. Children have sufficient opportunities to promote their creative development as they observe different shades of colour and participate in a variety of craft activities. They are involved in sponge painting, cutting and sticking, role play in the home corner and dressing up.

### **Helping children make a positive contribution**

The provision is satisfactory.

Staff demonstrate a sound awareness of equal opportunities. Children have access to a suitable amount of resources that promote equal opportunities; these include multicultural puzzles, dolls and books promoting children's awareness of diversity. They learn about the festivals of other cultures, such as Chinese New Year and Divali and have fun tasting Chinese foods.

Staff have a sound knowledge of how to promote positive behaviour and deal with challenging behaviour. Children are encouraged to consider their actions and staff diffuse disputes appropriately. They use consistent strategies, such as rewarding, praising and spend individual time with the children. This helps children to understand responsible behaviour and work harmoniously with one another. Children are secure due to the settling in procedures and support offered by staff. The setting demonstrates a positive attitude towards the care of children with learning difficulties and disabilities, understanding that they should be welcomed into a sharing and inclusive environment. Children's spiritual, moral, social and cultural development is fostered.

Children benefit from the relationships that staff have developed with parents in respect of their care. Information is shared through daily informal discussions and newsletters. However, they have limited opportunities to discuss their children's progress and contribute to daily activities. Parents expressed their overall satisfaction with the service provided, commenting on the 'approachable staff' and how children settle well in the learning environment.

The partnership with parents of children who are receiving funding for nursery education is satisfactory. A written transitional report for children going into school is given to parents at the end of the year. However, they do not receive sufficient information about the Foundation Stage. This prevents their full involvement in their children's learning.

### **Organisation**

The organisation is satisfactory.

Staff are suitably qualified and demonstrate a caring role to meet the individual needs of the children. The manager and the new staff team are working hard to establish their roles and areas of work. They strive to ensure they get to know the children and the manager has an awareness of their strengths and weaknesses. New staff receive a good induction, helping them to become familiar with the operational plan. They are deployed to ensure that children have a sufficient level of attention and support. However, the key worker system and planning and assessment are in the early stages and not fully developed to enhance children's learning and

progress. Space is mainly well organised to provide children with a range of activities which covers most areas of their play.

The leadership and management of the nursery education is satisfactory and contributes towards the children's progress towards the early learning goals. The manager and deputy manager demonstrate a high level of enthusiasm and commitment, recognising their responsibility to support new staff and develop their roles within the group. She liaises and encourages all staff to review and monitor their practice through regular meetings and discussions about children's individual needs. They are becoming aware of the issues that need to be addressed and areas for further development to improve the quality of nursery education that the setting offers to children. This is further indicated by the close work with Trafford Sure Start.

Overall, the provision meets the needs of the range of the children for whom it provides.

### **Improvements since the last inspection**

On the last inspection the playgroup were asked to develop and implement an action plan detailing how at least one member of staff with a current first aid certificate will be on the premises at any one time. They were also to request written permission from parents for seeking emergency medical advice or treatment and ensure good hygiene practices are in place for children regarding hand washing.

The manager holds a current first aid certificate and new staff are to update their first aid training. This enables them to treat children with minor injuries. Written permission is now in place for seeking emergency medical treatment and staff practice good hygiene routines with the children as they wash their hands. These procedures help minimise the risk of cross-infection.

### **Complaints since the last inspection**

Since the last inspection, there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure drinking water is available at all times

- continue to develop staff's awareness with regards to planning and assessment ensuring clear learning objectives for children
- provide parents with information regarding their children's activities and progress and involve them in their children's learning (also applies to nursery education).

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- provide children with more opportunities to develop their exploratory play and Information, Communication and Technology skills. Develop children's calculating skills and further enhance their balancing and climbing skills
- ensure that the evaluation of activities is used to plan for the next stage of children's learning and the needs of more able children are identified; ensure staff use the stepping stones to assess children
- Further develop staff's knowledge of the early learning goals to enhance children's learning.

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