

# The Trinity Group

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY268128
<b>Inspection date</b>	03 July 2008
<b>Inspector</b>	Karen Scott
<b>Setting Address</b>	Trinity Resource Centre, St. Marys Avenue, Margate, Kent, CT9 3TN
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<b>Registered person</b>	Trinity Resource Centre Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional care, Out of School 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?

Sunshine Pre-School and Skool Kids Out of School Club opened in 2003. They operate from two rooms within the Trinity Church, Margate. A maximum of 26 children may attend at any one time. The pre-school is open each weekday during term time, from 09.00 to 12.00, with a lunch club from 12.00 to 13.00. The out of school club is open each weekday, from 15.15 to 18.00 during term time, and from 08.00 to 18.00 during the school holidays. All children share access to a secure enclosed outdoor play area.

There are currently 33 children aged from two to under five years attending the pre-school and 60 children aged from five to under eight years attending the out of school club. Of these, 22 receive funding for early education. Children come from the local area. The groups currently support a number of children with learning difficulties and/or disabilities.

The out of school club employs five members of staff. The pre-school employs five members of staff. Of these, six hold appropriate early years qualifications and one is working towards a further qualification.

The setting receives support from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children know that they need to wash their hands after visiting the toilet and before eating food. However, hands and faces are not cleaned routinely after eating, resulting in children's faces being unclean for a while. Children take themselves independently to the bathroom and procedures are in place to check on children's nappies. Children make choices about whether they wish to play in or outdoors and have daily physical exercise on climbing apparatus and ride on toys. This helps them to understand the need for exercise as part of a healthy routine. Children's parents are contacted if they are taken ill and medication is not given without prior written consent.

Snack and lunch times are social occasions. Staff eat with the children, providing good role models. Children receive a range of snacks, such as biscuits, cold meats, fruit and vegetables. At snack times drinks of water and milk are provided. However, children are not always trusted to pour their own drinks. Children bring in a range of packed lunches which are stored in the hallway. However, procedures are not in place to ensure that perishables remain fresh and that children are eating healthy lunches. Uneaten food is sent home so that parents are aware of what their children have and have not eaten. Children at the pre-school are able to help themselves to a drink throughout the session and children at the after school club may ask for one whenever they wish. This helps to ensure that children remain hydrated.

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

The provision is satisfactory.

Children benefit from playing in a well-organised and secure environment. Daily risk assessments are undertaken to ensure that the setting is safe to play in. Children have easy and safe access to the majority of toys and resources. However, some are stored on a high window ledge and a child climbs on a table to reach them. The climbing frame is surrounded by safety mats, helping to keep children from harm when playing on it. However, children play on it without an adult standing next to it and hang from the top. Overall, children show little regard for their own personal safety. Children are closely supervised when playing outside in the fully enclosed garden.

Staff have attended training in child protection and show a good understanding of the signs and symptoms of child abuse. They feel that the welfare of children is paramount and inform parents and carers of their role in the protection of children and the procedures that they would follow should they have any concerns about a child in their care. Helpful information, such as useful telephone numbers, is easily accessible to staff and parents. The setting is working towards safeguarding children from harm.

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

The provision is satisfactory.

Children are happy, relaxed and comfortable in their surroundings. Children relate well to the staff who are warm and affectionate towards them. Children have formed close relationships with their peers and are pleased to see each other when they arrive. Children make choices about what they wish to play with from a range of activities and resources that are arranged around the setting. They learn important social skills, such as taking turns, and although they

sometimes struggle with the concept of sharing are encouraged to do so. Staff join in with children's play, supporting them and ensuring that activities started the day before can be continued the following day if the child wishes. Children make choices about whether they wish to play in or outdoors and benefit from occasional outings to places such as the beach and park. The group is in the process of reviewing the system of planning and assessment in order to meet all children's individual needs.

## Nursery Education

The quality of teaching and learning is satisfactory. The setting plans to provide activities that meet children's interests. However, children are not always interested in the activities that staff supply. Children support each other at more challenging activities, such as threading pieces of paper through paper, but sometimes adults miss chances to extend children's learning further at such activities. Staff make observations of the children and discuss with each other what children's next steps are, although this is not always formalised in writing. Children concentrate at activities of their choosing but sometimes struggle to concentrate at large group activities, such as story time, and this has a detrimental effect on behaviour. Each child has their own portfolio which contains some artwork, observations and photographs of them at play.

Children talk about their emotions. They discuss who their friends are. They are confident in their surroundings and interact with visitors because of this. Children show a good level of self-care, independently taking themselves to the bathroom. They feel a sense of community and enjoy looking at photographs of themselves playing at the setting. Staff involve children in discussion, using descriptive language when undertaking tasks with them such as mixing paint. Children and adults sound out rhyming words. Children have access to a range of books. They enjoy one-to-one story sessions with staff and understand how books are formed. There are many examples of the written word displayed around the setting and frequent opportunities for children to see their names, for example, when they look for them before eating snacks. Children have free access to pens and paper enabling them to practise their pre-writing skills which they do with competence.

Children see numbers around the environment and join in with number songs and rhymes, using props to support their singing and counting. There are opportunities for children to learn about shape and size when undertaking regular tasks, for example, discussing the shape of biscuits and the differing sizes of spoons at snack time. Children are competent computer users and have regular opportunities to practise their skills. They learn about the days of the week. Children plant seeds and show an interest in the insects which they discover in the outdoor play area, examining them closely. The group enjoys visitors to the setting, such as the mobile police unit.

There are ample opportunities for children to develop their large motor skills on the climbing frames, tricycles and soft play and they do so with confidence, moving around obstacles with ease. Children show good pencil control as they have regular opportunities to use pens and pencils. They recognise and name colours and explore different mediums when participating in art and craft activities. Children use their imaginations when playing with small world toys and in the home corner, creating storylines as they play. Although free painting is always available, opportunities for children to express themselves are limited as paint is limited to four pots with basic colours shared between two easels. Children make requests for music to be played and enjoy joining in with the words and actions to the songs.

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

The provision is satisfactory.

Children are treated with respect and differences acknowledged positively. Their work is displayed around the room, making them feel that what they have created is valued. Children have access to a reasonable range of resources reflecting positive images of diversity and promoting equality. Families are encouraged to share their cultures with the other children. The setting has experience and an excellent understanding of caring for children with special needs. Children's developmental needs are discussed with parents and concerns raised quickly. The pre-school special needs coordinator works with parents and outside agencies to ensure consistency of care and that individual needs are met. Although staff at the out of school club are experienced in special needs there is not a named coordinator for staff and parents to liaise with. Staff use encouragement and praise to manage behaviour. However, there are times throughout the sessions when children's behaviour becomes disruptive. Staff are aware of this and are putting strategies in place to monitor and improve on this. They are working with parents and outside agencies to devise strategies to support children so that they learn acceptable behaviour and the difference between right and wrong. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is satisfactory. Parents and carers are welcomed warmly into the setting and staff take time to know the whole family. They are welcome to stay and play whenever they wish. The setting's policies and procedures are available to read. Parents are kept informed through daily chats and newsletters which children at the out of school club help to write. A display gives parents and carers an understanding of the Early Years Foundation Stage. However, they have not received much information about the Foundation Stage curriculum. Parents and carers are informed that they may look at their children's portfolios whenever they wish but there are not formal procedures in place to ensure there are opportunities for them to do this and consequently not many do. Parents and carers say that they are very happy with the care that their children receive.

## **Organisation**

The organisation is satisfactory.

Children benefit from playing in a well-organised environment with easy access to appropriate toys and resources. Although sessions are structured, they are not always organised to ensure that all children are deployed appropriately. A thorough induction process helps staff to give suitable care to children. Staff keep themselves abreast of current childcare practices by attending relevant courses. The majority of staff have up-to-date first aid training, enabling them to administer first aid in the event of an accident. Although children's accidents are recorded in writing and shared with parents and carers, the names of the member of staff who dealt with the accident and any witnesses are not routinely recorded. Visitors to the setting record their times of arrival and departure. The pre-school keeps an accurate record of attendance but the out of school club does not always differentiate between times of children's arrival, meaning that they do not have an accurate record of attendance should it be required. The pre-school children have a key person that they and their parents can relate to. However, children at the out of school club do not benefit from this. Overall, the setting meets the needs of the range of children for whom it provides.

Leadership and management is satisfactory. The managers are aware of the setting's strengths and weaknesses and are proactive in making improvements to the care that children receive. Staff are motivated and enjoy interacting with the children. They meet together to discuss

planning and the activities that they intend to undertake with the children. However, little time is put aside for monitoring the education that children receive and the manager is looking at ways of ensuring that this happens.

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

At the last inspection, two recommendations were raised in order to make improvements to the care that children receive. The setting were asked to develop a system of planning and assessment in order to identify children's next steps in learning, to differentiate between children who are less able or need more challenge and to meet the needs of children who do not receive funding for nursery education. They were also asked to ensure parents are properly informed of the group's policies and procedures which support the effective management of the setting.

There is a system of planning and assessment in place. However, staff at the setting are evaluating it and continuing to look at how they can make improvements to it in order to meet children's individual needs. Therefore it is recommended that the pre-school continues to make improvements to the system of planning and assessment in order to meet children's individual needs. Parents and carers have access to thorough policies and procedures which reflect the setting's practice. The group ensure that parents and carers receive up-to-date information in order that they are kept informed about the care that their children receive.

### **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):

- provide information for parents and carers on what constitutes a healthy lunch and how to keep perishables fresh
- develop children's understanding of safety issues
- continue making improvements to the system of planning and assessment in order to meet children's individual needs (this applies to nursery education too)

- when recording children's accidents ensure that the member of staff who dealt with it and any witnesses are recorded in the accident book
- ensure that the times of children's arrival and departure are recorded at all times.

### **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):

- enable parents to contribute towards their children's learning, keeping them informed about their progress and achievements
- put procedures in place to monitor the delivery of the Foundation Stage curriculum.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)