

Trinity Pre-School Playgroup

Inspection report for early years provision

Unique reference number	322089
Inspection date	11/03/2009
Inspector	Paula Fretwell
Setting address	Trinity Methodist Church, Norton Road, Wakefield, West Yorkshire, WF1 1SE
Telephone number	07941 541 280
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Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Trinity Pre-School Playgroup is privately run and has been registered since 1985. It is registered to care for no more than 28 children between two and five years. It operates from Trinity Methodist Church on the outskirts of Wakefield and serves the local community. The group operates from 09.00 until 11.30, Monday to Friday, in term-time only. The group uses two ground floor rooms for play and there is an outside area which is suitable for outdoor play. The provision is registered on the Early Years Register. There are 23 children on roll, who attend on a variable basis.

The setting welcomes children with learning difficulties and/or disabilities and those for whom English is an additional language. There are five members of staff, including the manager, all of whom have or are working towards appropriate childcare qualifications. The setting receives support from the local authority and is a member of the Pre-School Learning Alliance.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The pre-school provides a very caring, welcoming environment for children, with a lovely atmosphere and a secure routine in which they feel happy and settled. The setting plans an interesting and developmentally appropriate range of activities mostly based upon children's individual needs. Practitioners understand each child's personality and capabilities and provide good opportunities to extend their learning through play. Effective links with parents and other settings are being developed to enhance children's learning by building upon what they already know. The provider understands the need to evaluate and monitor the quality of the provision and all recommendations from the last inspection have been addressed.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- continue to develop links with other providers of the Early Years Foundation Stage to enhance opportunities for children's learning
- continue to develop opportunities for children in the outdoor environment

The leadership and management of the early years provision

All necessary documentation is in place and policies and procedures comprehensively show how children's health, safety and welfare needs are met. Practitioners have a good understanding of the Early Years Foundation Stage framework. They plan for children's learning and assess their progress, recording observations and photographs in their individual folders to share with parents and schools. Practitioners are committed to their own professional development to

enhance the quality of care for the children. There is excellent team working and communication in place between all adults in the setting and they are enthusiastic about what they do, focusing on the needs of individual children. Continuous evaluation of the service identifies the strengths of the practice and the areas to improve upon.

Partnerships with parents and carers are positive. The parents' brochure highlights the aims of the setting and how children learn through play. Information is regularly exchanged with parents about all aspects of their children's care. Secure and trusting relationships are fostered with the children so that their individual needs are fully met and parents know their child's key person. Parents compliment the service and the standards of care. Individuals who do not speak English are given very good support through practitioners working closely with parents and through using gestures and signs to accompany speech. Some interpretation support is available and this is used effectively to share information with parents and children.

Children are safeguarded because practitioners have a very clear knowledge of the signs of possible abuse and know procedures to follow in the event of a concern or allegation.

The quality and standards of the early years provision

Children make good progress in their learning and development through warm and trusting relationships with practitioners who understand their individual needs and interests. Children are secure in a familiar routine and they enjoy a good variety of well planned play experiences.

Children very confidently access resources to support their play and development, freely moving around the setting to engage in self-chosen challenges and practise new skills. Children demonstrate good decision-making skills and they negotiate well with one another to enhance their play. They access the calm and inviting sensory area and relax quietly, listening to music or looking at books, and they enthusiastically engage in free play within the two playrooms. A good balance of child-initiated and adult-led activities enables children to work independently and with others. They enjoy circle time where each child is personally acknowledged and welcomed and they enjoy large group activities together. For example, they excitedly watch as visiting owls and rabbits are brought in to the setting and they take turns to stroke them and talk about how to care for them. Children learn to respect others through sensitive discussion. For example, they know that sometimes they have to be quieter if there are people singing in the adjacent church. Children are sensitive to the feelings of their peers, reinforced through discussions about sharing toys and being kind. Practitioners ask open questions to encourage children to think and they understand the differing needs of each child. Children enjoy time with their key person, who has a clear focus on the next steps in their development. Children enjoy story and singing time and they excitedly use props to help, such as during 'Five Little Ducks'. Older children concentrate for longer periods and practitioners involve them in their story, encouraging them to predict what might happen. Children learn letter sounds and hear phonics songs to

support their understanding. Children use technology to support their play and they can easily operate simple equipment, such as the compact disc player, or chat animatedly on their 'mobile phones'. Children enjoy outdoor play, although this is not freely accessible daily. Activities outdoors are interesting and children enthusiastically put on coats to go outside, joining in with activities, such as water painting, observing the effects of their pictures drying. The setting is establishing connections with some other providers of the Early Years Foundation Stage, although there are no firm links yet with all settings. Practitioners help some children to settle in to their new school by accompanying them on visits and sharing profile information.

Children enjoy a healthy, balanced diet and practitioners fully understand their individual dietary needs, recognising that children are often ready for their snack midmorning. Children eat a good range of fresh fruit and vegetables and they understand their own needs through discussion. Children use lovely manners when interacting with their peers and with adults and this is reinforced with praise. Older children pour drinks for younger children at snack time. Very young children identify their own physical needs, such as when needing a nappy change, and practitioners offer plenty of support. Children's personal hygiene needs are met very well and their independence in the bathroom is promoted.

The environment is very safe and secure for children. Risk assessments effectively identify any perceived hazards and clear procedures ensure only those authorised to collect children may do so. Practitioners are vigilant about children's security and a visitors' book monitors all those who access the setting. Children learn about safety in everyday ways through sensitive reminders. For example, they are asked to take care when using the fishing rods in a game so they do not hurt their friends and they are discouraged from running indoors. Practitioners' calm and caring approach enables children to learn safe boundaries for their behaviour and staff use positive language, eye contact and facial expressions, with strong emphasis placed upon developing children's self-confidence.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

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.