

# Trinity Methodist Playgroup

Inspection report for early years provision

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**Unique reference number**

226920

**Inspection date**

12/10/2009

**Inspector**

Christine Holmes

**Setting address**

Trinity Methodist Church, Hallam Crescent East, Leicester,  
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**Type of setting**

Childcare on non-domestic premises

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## 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 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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Trinity Methodist Playgroup opened in 1994. It operates from a large hall in the Trinity Methodist church in Braunstone and serves the local community. The setting opens four mornings a week during school term time. Sessions are from 9.15 a.m. until 12.15 p.m. Children attend for a variety of sessions. The setting also operates a summer play scheme which runs during the summer holidays for two weeks.

The setting is registered on the Early Years Register. A maximum of 24 children may attend at any one time. There are currently 16 children aged from two and a half years to five years on roll. The setting is also registered on both the compulsory and voluntary parts of the Childcare Register. The setting supports children with special education needs and/or disabilities and children with English as an additional language.

There are six part time staff who work with the children. All of whom, with the exception of one, hold a relevant child care qualification to at least level 2. The manager holds a degree level qualification. The setting is a member of the Pre-school Learning Alliance.

## The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Children's welfare and learning and development are not adequately supported because practice is not sufficiently inclusive to ensure all children's needs are identified and met. Although there are positive relationships with parents staff do not work sufficiently well with them or others to meet all children's individual needs adequately. The systems in place to assess the setting's strengths and to identify the areas requiring improvement are not adequate and as a result the setting fails to meet a number of legal requirements, which have a significant impact on children's safety.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

## What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- obtain an enhanced Criminal Records Bureau (CRB) Disclosure in respect to every person aged 16 or over who work directly with children or lives or works on the premises on which childcare is provided (Suitable People) (also applies to both parts of the Childcare
- 16/10/2009

- Register)
- ensure the safeguarding policy is in line with the Local Safeguarding Children Board in relation to the procedure to follow in the event of an allegation being made against a member of staff ( Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register) 22/10/2009
- ensure the risk assessment includes all things with which a child may come into contact with and maintain a record of all aspects of the environment that need checked on a regular basis (Suitable premises, environment and equipment) 22/10/2009
- ensure that hazards to children both in and outdoors are kept to a minimum (Suitable premises, environment and equipment) 16/10/2009
- ensure the written complaints procedure is in line with welfare requirements and keep a record all complaints, and the action taken as a result of each complaint (Safeguarding and promoting children's welfare) 22/10/2009
- gain knowledge and understanding of the Early Years Foundation Stage learning and development requirements so that children are provided with an educational programme that will enable them to make progress towards the early learning goals in all areas of learning. (Early Learning Goals) 29/10/2009
- implement an effective policy to ensure equality of opportunities and for supporting children with learning difficulties and disabilities (Safeguarding and promoting children's welfare). 29/10/2009

## **The effectiveness of leadership and management of the early years provision**

The systems in place to safeguard children and keep them safe are not adequate. The setting now takes steps to make sure that records are kept, in relation to long standing staff, of the information used to assess suitability, including the unique reference numbers of Criminal Record Bureau Disclosures. However, the setting fails to ensure these suitability checks are made for new staff. There is a child protection policy in place but it does not include the correct procedure to be followed in the event of an allegation of abuse being made against adults in the setting. There is a yearly risk assessment undertaken and regular checks of the environment are made. However, these checks are not recorded as required and the risk assessment is not updated when necessary. Consequently, the environment is not kept free from hazards in order to minimise the risk of accidental injury to children. For example, a large amount of small decorative stones in the recently developed outdoor area pose a choking hazard to children. There is a written complaints procedure but it is not in line with welfare requirements and does not ensure a record is kept of all complaints, and the action

taken as a result of each complaint. These are all breaches of welfare requirements which have significant impact on the safety of children.

The manager of this setting has a clear vision of good child care practices. There are some good practices within the setting that help to improve outcomes for children. For example, all staff interact very positively with all children and spend time listening to them and responding to their wishes. At times staff use visual means of communication alongside spoken language to support children's communications skills. There are policies and procedures in place to protect and promote children's good health. However, many improvements are not secured because many initiatives are inconsistently implemented and monitored. For example, resources have been sourced and previously used to support children and their families who have English as an additional language. However currently, this is not being utilised for children and their families attending the setting. Although resources are available there is a lack of positive images of diversity within the setting to give all families and children a sense of belonging and value. Systems to secure knowledge of each child's family circumstance and needs in order to obtain any necessary additional support as early as possible are available. However, these systems are not effectively implemented to ensure staff work with parents and interagency teams to ensure each child's get the support needed to make progress. An outdoor area is developed for children's use, but children have very limited access to this area.

Suitable steps have not been taken to ensure the setting has gained sufficient knowledge and understanding of the EYFS learning and development requirements. Consequently, children are not provided with an educational programme that will enable them to make sufficient progress towards the early learning goals in all areas of learning. Systems to monitor and evaluate the quality of the provision to ensure continuous improvement are not adequate and reflective practice is not embedded. The Local Authority and Ofsted's self-evaluation systems are initiated but not followed through in any meaningful way. Therefore, the setting has very little focus for improvement and does not recognise all areas of improvement needed. Consequently, children are not effectively supported to make sufficient progress in their development.

## **The quality and standards of the early years provision and outcomes for children**

Children's welfare is not adequately promoted because there are breaches in some welfare requirements that have a significant impact on the quality of their care. For example, although children demonstrate they feel safe and secure in the setting they are not learning the dangers of an unsafe environment.

Practice in the setting is not sufficiently inclusive because systems are not effective to ensure that every child receives a challenging learning and development experience that is tailored to meet their individual needs. The arrangements for assessment and planning does not build on what children are interested in, already know and can do and it does not include children's individual next steps in learning. Therefore, children's individual learning needs are not embedded into the

planning system to ensure an inclusive learning environment. Key persons are in place for each child but they lack detailed information about the children linked to them. In some instances insufficient attempts are made to engage some children and families that have resulted in children's individual welfare and learning needs not being identified or met. For example, there is no specific support identified for children with limited English or who are bilingual. There are not enough plans in place to ensure all children receive additional support if needed. For example, whilst there are some effective strategies in place to support children with behaviour issues, further advice or strategies are not sought when required for all children. Parents are informed about elements of children's progress through reports and discussions. Positive relationships are developed with parents who report staff are very helpful and friendly and always available to talk, but there is too little information provided to enable parents to fully support their child's learning at home. Therefore, children's progress towards the early learning goals is significantly hindered. However, children particularly benefit from the calm, kind and caring approach of all staff that generally use lots of language during play which supports children in learning new words and older children in using language for different purposes. This ensures children are supported to become settled. Children receive lots of praise and encouragement to share and take turns and consider others. However, opportunities for children to respect and value diversity are limited. Most children are confident to express their wishes and feelings which staff respond well to. For example, a child's request to play outside results in most children going outdoors to play. Children develop their independence skills as they put on their coats to go outdoors and pour their own drink at snack time. Outdoors children have some opportunities to become aware of nature and to develop their balancing skills as well as using water and chalk to mark make.

Indoors children move freely around the room and generally take an active part in activities of their choice, although at times, particularly snack time, children's choice and learning are significantly limited. Staff are on hand to read books to children and to help them to dress the dolls and use scissors to cut paper. Children show good levels of interest in mark making and recognising their names in print as they put their finished work in their personal draws to take home and collect their name labels for self registration. They enjoy sticking and cutting activities, although they are unable to freely access resources such as paint, water and sand. Children take part in singing activities that use number and actions. They are very interested in simple technology toys including remote control cars and cameras. However, poor use is made of the interactive white board that is rarely used with the children.

Children are suitably supported to be healthy. Sessions are planned to provide children with the opportunity to be active indoors riding bikes in the large adjoining hall. Hygiene procedures are suitable and help to minimise the risk of cross-infection. Children's individual dietary needs and specific medical needs are met in partnership with parents and snack time includes a suitable balance of fresh fruit. Children take part in daily routines that are established to support their understanding of the importance of hand washing.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	4
The capacity of the provision to maintain continuous improvement	4

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	4
The effectiveness with which the setting promotes equality and diversity	4
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
The effectiveness of partnerships	4
The effectiveness of the setting's engagement with parents and carers	4

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	4
The extent to which children achieve and enjoy their learning	4
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	4
The extent to which children develop skills for the future	4

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## Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- undertake a risk assessment to ensure that all necessary measures are taken to minimise any identified risks (Suitability and safety of premises and equipment) 22/10/2009
- ensure the complaints policy includes the procedure to investigate all written complaints relating to the requirements and that complainants are notified of the outcome of the investigation within 20 days (Procedures for dealing with complaints). 22/10/2009
- take action as specified in the early years section of the report (Suitability to care for, or be in regular contact with, children; Arrangements for Safeguarding Children) 16/10/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory section of the report (Suitability to care for, or be in regular contact with, children; Arrangements for Safeguarding Children, Suitability and safety of premises and equipment, Procedures for dealing with complaints). 22/10/2009