

The Trinity Group

Inspection report for early years provision

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Inspector Beryl Witheridge

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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.

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Description of the setting

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 provision is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The pre-school is open each weekday during term time, from 9.00am to 12.00 noon, with a lunch club from 12.00 noon to 1.00pm. The out of school club is open each weekday, from 3.15pm to 6.00pm during term time. All children share access to a secure enclosed outdoor play area.

There are currently 31 children aged from two to under five years on roll in the pre-school and 45 children from five to 11 years in the out of school club. Children come from a local catchment area. The pre-school currently supports a number of children with special educational needs and also supports a number of children who speak English as an additional language.

The pre-school employs six staff. Five of the staff, including the manager, hold appropriate early years qualifications. Four staff are working towards a qualification, including one undertaking the Early Years Degree. The out of school club employs four members of staff. Three of the staff, including the manager, hold appropriate early years qualifications. One member of staff is working towards a qualification.

The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Practitioners promote the unique needs of each child and support their welfare and learning. Children explore within safe boundaries and enjoy being with staff and one another. The partnerships between the setting, parents and most other agencies, but not childminders, are established and help to ensure that the care and learning needs of the children are being met. All staff are involved in the evaluation process for the provision and the group has identified strengths and weaknesses and areas for improvement. Ongoing aims to develop the provision help to promote the outcomes for the children.

What steps need to be taken to improve provision further?

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

- develop the use of observations of children's interests and achievements in planning for the next steps in their learning and maintain records that can be regularly shared with parents and with practitioners in other settings
- practise the emergency evacuation routine regularly so that all children know

- how to protect themselves in an emergency
- continue to develop the use of reflective practice and self-evaluation to identify strengths and priorities for development that will continuously improve the quality of the provision for all children.

The effectiveness of leadership and management of the early years provision

Children's safety is considered through clear updated child protection procedures that ensure their welfare is promoted. Practitioners have access to a range of child protection guidance that is available to them in the event of a concern. Training updates have been attended by all staff. All staff know and understand their responsibility towards the well-being of the children in their care. Recruitment and vetting procedures and the student placement policy have been reviewed to ensure that the children only come into contact with suitable people. This helps to safeguard children at all times. The written risk assessment is carried out regularly and additional daily checks help to minimise any risks to children's safety. However, the emergency evacuation drills have not been carried out often or regularly enough to ensure that all children know and understand how to keep themselves safe in an emergency.

The provider and practitioners demonstrate a commitment towards ongoing improvement and use the views of their parents and outside agencies to evaluate their practice. Resources are deployed well with a wide range of toys and equipment available for the children. These are easily accessible and help children to make choices and develop independence. All children are included in all activities. All children are treated as individuals; staff know their specific needs and interests which have been identified through the observations and assessments and their 'Unique Story'. Equality and diversity are recognised and are a fundamental part of the care and learning provided for the children. This helps to ensure their unique learning and welfare needs are met. Staff attend regular training updates to ensure they are up to date with current practice requirements.

The use of self-evaluation is developing and practitioners and parents contribute to the process. The manager and staff have started to evaluate the strengths and weaknesses of the provision, although not fully. The evaluation has highlighted the need for more two way information between staff and parents regarding children's development; so a regular liaison book between the pre-school and the parents has been introduced, which parents find very beneficial. Current plans include the need to give parents more information about the Early Years Foundation Stage so they are better able to understand what their children's developmental progress should be and how the observations and assessments help to plan for their future learning. Also planned for is the review of all policies throughout the Trinity Group so that all areas, the church, the pre-school and the afterschool club are working consistently towards the safety and well-being of all children and adults involved.

The setting works with the local schools to ensure all children receive consistency of care and their needs and progress are shared. However, this is not happening with childminders who are also providing the Early Years Foundation Stage. The

partnership with parents is well established and parents are happy with the level of care provided for their children. Parents and carers are provided with a range of written information and guidance which are available in the entrance hallway. They have daily opportunities to discuss their children's progress with the key workers as well as a yearly planned parents evening. The partnership helps to support the children's needs effectively.

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

Children show they feel safe within the provision. They are happy, settled and secure because staff provide close care, are attentive and aware of their individual needs. They sit with the children either on the floor or at the table. Staff provide cuddles and hugs as they help children who have just started to attend to settle. Children gain in their confidence and are developing their language skills. Individual needs and interests are identified and recorded in their 'My Unique Story' when the children first start at the group. Starting points are clearly recorded and cover all areas of learning. Staff offer opportunities that build on children's known skills and areas of interest through their knowledge of the children. Observations and assessments are undertaken but these are not clearly identifying children's next steps which help to support future learning when planning activities. The planning which is in place covers the areas of learning and does identify some of the areas children may require help and support, but it is not always clear.

The resources are organised into accessible and attractive areas, the imaginative play area, the book/quiet area, messy play and construction. Storage boxes are labelled with words and pictures and are clear so that children can see what is inside. Children are able to make decisions about what they want to play with, as well as taking part in adult led activities. Children enjoy singing and dancing; one of their favourite songs is 'Bring me sunshine' which they sing enthusiastically and join in the actions with great joy and vitality. Children show great skill when playing with the construction; one child builds an amazing house for the dinosaurs, she is eager to work with other children while doing so. One child joins in but destroys the construction; with support and words of comfort from staff the child rebuilds the house making it even better than the first time. She receives a lot of praise and encouragement from staff for her design and her concentration skills.

Children have free access to a safe, secure and well resourced outdoor play area which allows them free flow play between indoors and out throughout most of the session. Children learn about diversity and the world around them through the mix of families who attend; they share information about their culture and introduce the children to different foods from around the world. The families attending come from different cultures and backgrounds. The children showed a great interest in the beach, as a lot of them were visiting the seaside; staff included this interest in their planning and are looking at ways to extend this interest to include the seaside in other countries. Children's knowledge and understanding of the world around them is being developed in many ways.

Children are introduced to healthy drinks and snacks during the session. They pour their own drinks, spread their own toppings on their crackers and select their favourite yoghurts, all of which increases their independence. Drinks of water are available at all times. Parents whose children attend the lunch club receive information about healthy food and snacks which are suitable for their lunch boxes. Children attending the after school club also receive healthy options to eat when they first arrive back from school. Children are being encouraged to become independent when taking themselves to the toilet; they understand the need for good hygiene routines.

Effective behaviour management procedures ensure that children are learning to develop responsibility for their actions. They play cooperatively together and respond well to praise and encouragement. This gives them the incentive to do well as they develop good levels of confidence and self-esteem. Any concerns over behaviour are discussed with parents and any other professionals who are involved in the care of the family; strategies are set in place to meet their individual needs. Staff are good role models to the children; they deal with any behaviour issues quietly, calmly and firmly. They are always polite and encourage the children in all they do. They encourage children to take turns with the use of egg timers and always give them advance warning of when a play session is coming to an end. Overall, an inclusive and welcoming service is provided.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

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

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