

Trinity Methodist Playgroup

Inspection report for early years provision

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Inspector Alexandra Brouder

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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

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 every weekday during term times from 9.15am until 12.15pm. Children attend for a variety of sessions. The setting also operates a summer playscheme which runs during the summer holidays for two weeks. There is an outdoor play area that is accessible via two small steps.

The setting is registered on the Early Years Register. A maximum of 24 children may attend at any one time. There are currently 27 children aged from two and a half years to five years on roll. All are within the early years age range, and 21 receive nursery education funding. The setting is also registered on both the compulsory and voluntary parts of the Childcare Register. The setting has experience of supporting children with special educational needs and/or disabilities and supports a number of children for whom English is an additional language.

There are eight part time staff who work with the children. All of whom, with the exception of one, hold a relevant childcare 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 satisfactory.

Children, in the main, show sound levels of confidence in their relationships with others and show interest and enjoyment in their play. However, their behaviour is not always managed consistently or appropriately for their age and stage of development. Staff take time to get to know the children and their families well enabling them to support children's individual care and welfare needs. They have a developing understanding of the Statutory Framework for the Early Years Foundation Stage, although this is not yet fully secure. Although an excellent range of policies and procedures are in place, records relating to staff clearances are not fully in place, which has the potential to impact on children's welfare. Risk assessments are in place to ensure that children are safe, however, not all hazards are addressed within this. Staff have addressed issues raised at the last inspection and have begun to establish systems to enable them to continually assess and improve the service for children, parents and carers. As a consequence, their commitment to continuous improvement is sound.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that children's behaviour is managed effectively and in a manner appropriate for their age and stage of
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development and particular individual needs and that all staff apply this consistently (Safeguarding and promoting children's welfare)

- ensure that all adults looking after children, or having unsupervised access to them, are suitable to do so, with regard to records that show the unique reference number of Criminal Record Bureau disclosures and the date they were obtained (Suitable people).

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

- ensure that the risk assessment covers anything with which a child may come into contact, for example, nettles within the garden area
- establish further opportunities for play and learning that acknowledge children's particular religious beliefs and cultural background in order for them to gain a positive sense of identity
- review the current planning system to ensure that children are supported appropriately to reach their identified next steps in all areas of learning and that it offers appropriate challenge and differentiation to all
- ensure that all practitioners have a clear understanding of their roles and responsibilities, with particular reference to students at the setting
- extend existing use of observations to more consistently identify the next steps in individual children's learning and make more use of these assessments to plan for the highest levels of challenge and progress across each aspect of development
- ensure that the development of children's independence is supported, for example, in pouring their own drinks.

The effectiveness of leadership and management of the early years provision

There are generally sound arrangements to safeguard children from harm. A clear policy, understood by staff, is in place identifying what to do should they have concerns regarding a child's welfare. Appropriate recruitment procedures are in place to ensure that staff are suitable to work with children and a secure induction programme ensures that all staff are familiar with the policies and procedures at the group, supporting children's health and well-being. However, not all documentation pertaining to the clearance of staff is available for inspection. All necessary policies and procedures are in place, however, the risk assessment does not, at times, identify all areas of potential hazard and procedures relating to the responsibilities for students is not clear, which has the potential to impact on children's safety.

The environment and resources are suitably arranged to enable children to be engaged in their play and they have sound opportunities for indoor and outdoor play. Safety indoors is carefully considered to support children's well-being, however, there are potential risks to children's well-being within the garden area in view of children's access to the nettles. Parents speak highly of the playgroups

welcoming approach and of the relationships that staff have with their children. Parents speak about the usefulness of information that is shared with them on how children have been each day and the activities that they have enjoyed. Formal feedback is shared with parents at the end of each term to inform them of the progress children make in their learning and development. Information on children's individual needs, for example, regarding their cultural heritage, is gained on entry and staff ensure children are able to access some resources, such as, books, dolls and puzzles, which reflect different clothing styles, skin tone and lifestyles. However, experiences and activities are not yet consistently planned and used to best effect to fully promote children's understanding of individual and cultural diversity, particularly pertaining to their own identity. The setting is developing partnerships with other settings, such as, local schools that children will move on to, ensuring a smooth transition for them. Staff work effectively with other agencies and relevant professionals to support the identification and inclusion of children with special educational needs and/or disabilities.

The playgroup have taken appropriate steps to address issues raised at the previous inspection. For example, the safeguarding and complaints policies have been adapted to ensure that they contain all necessary information required and staff's knowledge and understanding of the Early Years Foundation Stage is developing well. As a team they are fully committed to the improvement of the setting and show willingness to attend local training and take account of advice given from local authority advisors. All staff have given time and consideration to the self-evaluation process to ensure that they are all fully aware of what they do well and of areas that require further development.

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

Staff begin to support children's understanding of healthy practices as they offer gentle reminders to wash their hands before snack time, after messy play and when they have used the toilet. In addition, most children begin to develop their own awareness of hygiene as they freely access the tissues and place them in the rubbish bin after use. Suitable snacks are offered to children each day which promote a healthy lifestyle, such as, fruit and vegetables, and staff sit with children during this time discussing the benefits of such foods on their well-being. Staff seek and record relevant information from parents about children's individual health and dietary needs, and have appropriate systems in place to manage any accidents or illnesses that may occur. Children have access to free-flow play in the outdoor area every day and show growing confidence in their skills, such as, climbing onto various sized logs and building with large plastic bricks, stating to staff 'it's as tall as me'. Children's awareness of their own safety grows as they move carefully around the indoor and outdoor environment and staff remind children of appropriate ways to behave safely, for example, in needing to climb down one step at a time from the indoor area to the outdoor area.

Overall, staff have a sound understanding of the Early Years Foundation Stage. They use relevant information from parents to help establish a shared awareness of new children's initial interests and abilities. They are beginning to observe and

assess what children can do and use planning to identify individual children's learning and development needs. However, the observation system is not yet robust in ensuring that all areas of learning are covered, which leads to gaps in children's learning. In addition, the planning is not consistently evaluated which means that at times some children are not effectively challenged and that the next steps in children's learning are not effectively planned for. Irrespective of this, children enjoy their time at the setting and do make secure progress in their learning due to the organisation and availability of resources.

Children begin to develop skills required for the future, as they handle and use a range of tools, for example, paint brushes, rolling pins, cutters and watering cans, increasing their hand control, which supports their early writing skills. Children enjoy books and make good use of the book corner each day as they are observed to sit alone or with their peers, looking at books together. Story time is offered to children and in the main they sit and listen to staff and predict what will happen next. However, there are times when children are not fully engaged in this due to their behaviour, which can impact on the overall enjoyment of others. Children engage well in conversation and speak confidently to staff and visitors, asking such questions as 'why are you here?' and 'what are you typing' when speaking with the inspector. Children's sense of belonging grows as they have opportunities to view some of the work that they have done on display boards and happily show their parents what they have completed each day. However, children's sense of identity is not always fully supported with regard to their individual heritage.

In the main, children's behaviour is satisfactory and most are observed to share and take turns appropriately, promoting a harmonious environment. Methods to manage children's behaviour, particularly those who display more challenging behaviour, are developing, such as, through the use of sand timers to enable children to know when it is their turn. However, these methods are not used consistently or effectively for the varied age groups present, and there are times in which children's behaviour impacts on the activities that are offered or on the other children. Children's ability to be independent grows as they make free choices in their daily play and are able to access a range of resources to support this, for example, as a child took binoculars out of one of the low-level storage cupboards to enable them to look at the sky outside. However, opportunities to further their independence, for example in pouring their own drinks, are limited.

Children's knowledge and understanding of the world develops as they use pretend mobile phones, binoculars and operate the tape machine. They show excitement in the plants they have grown in the garden, picking the strawberries off the plant, showing the inspector and talking about how they planted and watered them each day to 'make them grow'. They begin to explore size and shape as they build with large plastic bricks and climb a range of differing sized logs which staff count with them as they move from one to another. They begin to problem solve as they use a range of varied equipment, such as, soft number and letter sorters and puzzles, however, these activities are not always supported or extended by adults. Children's imagination is good and they have many opportunities to develop this as they play in the construction area, using hammers and saws to 'mend the house' and two three-year-olds were observed to sing 'Jack and Jill' whilst acting out each line in their play.

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	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
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	3
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