



TRINITY PRE-SCHOOL PLAYGROUP

Inspection report for early years provision

Unique Reference Number	322089
Inspection date	15 February 2006
Inspector	Maralyn Chiverton
Setting Address	Trinity Methodist Church, Norton Road, Wakefield, West Yorkshire, WF1 1SE
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Registered person	Gloria Booth
Type of inspection	Integrated
Type of care	Sessional 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.

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?

Trinity Pre-School Playgroup has been registered since 1985 to care for no more than 28 children between 2 and 5 years at any one time. It operates from Trinity Methodist Church on the outskirts of Wakefield and serves the local community. The group uses two ground floor rooms for play. There is an outside area which is suitable for outdoor play.

There are 28 children on roll including 21 children who are in receipt of nursery

education funding. The setting offers support for children with special needs and who speak English as a second language. One member of staff is able to provide translating services.

The group operates from 9.00 until 11.30, Monday to Friday, term-time only. Children attend for a variety of sessions. The group has 8 members of staff. The majority of staff hold a relevant childcare qualification and several staff are planning on gaining a qualification.

The group is a member of the Pre-School Learning Alliance and receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are kept healthy because staff follow appropriate practices which meet their individual nutritional, physical and health needs. Children are encouraged to wash their hands before eating and after using the toilet. However, the reasons for doing so are not promoted. Staff are pro-active in promoting children's awareness of what constitutes a healthy lifestyle through planned topics and discussion at snack time. For example, if you eat lots of fresh fruit and vegetables you will grow big and strong. Children can independently access drinking water throughout the session. Any dietary or religious needs are established through information obtained from parents. Children are kept free from infection through an effective sick child policy which is given to parents. The policy includes a request for parents not to bring their child if unwell and to collect if taken ill at the setting. Children's understanding and enjoyment of physical activity is promoted through access to a range of outdoor and indoor equipment and fun activities. For example, children form a line behind each other and follow the leader through a series of actions. They have access to a climbing frame, slide and tunnel which promotes their awareness of space, themselves and others and allows them to travel around, move through, over and under.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are well cared for in a safe and secure environment. They benefit from the high priority given by staff to ensure their safety and welfare. For example, children are provided with a range of safe, suitable, resources and equipment which meet their individual needs. Resources and equipment are checked on a regular basis, any found unsafe are discarded and replaced ensuring the replacement has a British safety standard kite mark. The understanding and implementation by staff of well written policies and procedures such as risk assessments, fire evacuation and outings policy ensure children's safety and welfare is well met. Children's awareness of their own personal safety is well promoted through discussion and explanation. For

example, they use the Green Cross Code when on outings and follow the house rules of not throwing or running as they could hurt themselves or others. Children are protected from harm through staffs very good knowledge and awareness of child protection issues and the procedures to follow which are made available to parents to ensure their understanding of the role and responsibilities of the setting.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy, settled and comfortable in their environment. They benefit from the warm, caring manner of the staff who support them in their learning through lots of praise and encouragement. Children's early communication skills are well supported by the good interaction between adults and children. They respond with enthusiasm and enjoyment to singing action rhythms such as 'Miss Polly had a dolly', and use their imagination to make up stories. Children are provided with a good range of activities and resources which broadly meets the individual needs of the children. However, a lack of multi-cultural resources limits progress for the predominant group of children who do not have English as a first language.

The quality of teaching is good. Children make satisfactory progress because staff have a relevant understanding of the foundation stage. Activities are planned and linked to early learning goals. Staff use good questioning skills, observe and record children's progress and use individual learning plans to extend their learning. However, there is no clear progression to show how the focus of the individual learning plans are reached. Staff are learning basic words of Punjabi to support the majority of children who do not have English as their first language. Children are confident, cooperate with others and have a suitable understanding of right and wrong. They are able to recognise their names and to link them to the phonic sound. Children recognise numbers to ten and are beginning to use mathematical language such as in front and behind. Children's understanding of their own environment is promoted through visits to a local farm, church and park. They competently use a variety of small equipment such as scissors, pencils and rolling pins. Children enjoy singing and taking part in role play. However, they are not provided with enough opportunities to express and communicate their ideas and thoughts through a wide range of media.

Helping children make a positive contribution

The provision is satisfactory.

Children are valued and respected and their individual needs generally met through the understanding of staff and a good key worker system. They benefit from staffs satisfactory understanding of how to promote equal opportunities through encouraging children to participate in all activities and singing songs in other languages. However, a lack of multi cultural resources limits the promotion of other cultures and fails to provide familiarity for the children who do not have English as their first language. Children's behaviour is generally good. They are encouraged to take responsibility for their own behaviour through discussion and explanation. For

example, hitting someone can hurt and make them feel sad. There are effective arrangements in place to meet the needs of children with special needs through an experienced Special Needs Coordinator. Children's spiritual, moral, social and cultural development is fostered through focused activities such as, visiting a local church, investigating food from around the world as well as the good role model of all staff.

Partnership with parents is good. They feel welcomed, valued and their views respected. They receive good quality information about the provision which is written in Punjabi as well as English but little information about the Foundation stage. They are encouraged to be involved in their child's learning by spending time in the setting to see how children learn through play. Parents who do not have English as their first language receive good support from a Bi-Lingual member of staff who translates any concerns or worries they may have to the relevant key worker or manager. Parents receive verbal feedback about their child's progress but would like a more formal procedure.

Organisation

The organisation is satisfactory.

Children benefit from a well organised setting where there is a high ratio of staff to children. Implementation of effective policies and procedures ensure their welfare, safety, care and learning are well met. They access toys and activities independently and can participate in active and quiet periods of play through well utilised deployment of space, resources and equipment. Staff are well deployed and ensure all areas of play are well supervised. Children thrive in a happy, caring environment where they receive lots of support and encouragement from staff who are motivated and enjoy what they do. Parents receive verbal feedback about their child's progress and are encouraged to be involved in their learning through spending time in the setting.

Leadership and management of the nursery education is good. Staff are effectively led and work well as a team under the guidance and support of the manager. They have a clear understanding of their roles and responsibilities in developing children's learning and are committed to furthering their own personal development through regular training to improve teaching and learning. The setting assess its strengths and weaknesses through regular team meetings, questionnaires and previous inspection reports. The setting is aware of the need to monitor and evaluate the provision provided to meet the needs of children who do not have English as their first language. Under the leadership of the manager the setting is fully committed to continually improving the care and education offered to children.

Overall the needs of all children who attend are met.

Improvements since the last inspection

On the last care and education inspection the setting received a recommendation to improve children's health by providing drinking water which was readily available and

easily accessible. The setting has made excellent progress in improving children's health by ensuring fresh water and beakers are available and independently accessed by children throughout the session.

Complaints since the last inspection

There are no complaints to record. 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.

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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):

- promote children's understanding of the reasons for personal hygiene
- introduce more multi cultural resources and visual aids to promote awareness of the wider world

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):

- introduce a more effective system for recording and extending children's learning which shows a clear progression for the focus of individual learning plans
- provide more opportunities for children to express and communicate their ideas through a wide range of media.

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