



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 226313

DfES Number: 585557

### INSPECTION DETAILS

Inspection Date	08/07/2004
Inspector Name	Susan Riley

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Trinity Early Learners
Setting Address	Trinity Church Hall Royland Road Loughborough Leicestershire LE11 2EH

### REGISTERED PROVIDER DETAILS

Name	The Committee of Trinity Early Learners
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### ORGANISATION DETAILS

Name	Trinity Early Learners
Address	Trinity Church Hall Royland Road Loughborough Leicestershire LE11 2EH

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Trinity Early Learners is a committee run pre-school group. The group was established nearly 30 years ago. The group operates from the hall at Trinity Methodist Church in the centre of Loughborough. It serves the local area.

There are currently 39 children from 2 to 4 years on roll. This includes 16 funded 3-year-olds and 13 funded 4-year-olds. Children attend for a variety of sessions. The setting is able to support children with special educational needs and children who speak English as an additional language.

The group opens each weekday during school term times. Sessions are from 09:20 until 11:50.

Five staff work with the children. All staff have early years qualifications to NVQ level 3. The setting receives support from the Leicestershire Early Years Development and Childcare Partnership.

### How good is the Day Care?

Trinity Early Learners provide good quality care for children. They have effective procedures in place for appointing and checking staff. There are sufficient staff working directly with the children. Staff deploy themselves well around the setting and are very clear on their roles and responsibilities. Staff organise and use space well to meet children's needs. The toys and equipment are stimulating and provide sufficient challenge for the children. Records are accessible and stored securely.

Staff maintain good supervision of children and show an awareness of safety issues around the setting. The premises are kept secure. Staff generally promote good health and hygiene practices for children. Staff are aware of children's individual dietary requirements. All children are valued, included and have access to appropriate toys, resources and equipment. Staff are aware of the child protection procedures.

Staff provide many age-appropriate activities to meet the needs of all the children, which helps them make progress in all areas of development. Staff show interest in the children, they play, listen and interact well with them. Children are well behaved, and staff promote the good behaviour by being good role models and offering positive praise and encouragement.

A warm and welcoming environment is provided for parents and children. Relationships between parents and staff are very good and children are cared for according to parents' wishes.

#### **What has improved since the last inspection?**

At the last inspection the group was required to address a number of actions: - to ensure appropriate checking procedures are completed on staff, to develop an operational plan, to devise and implement procedures for a child being lost or uncollected, to ensure that daily records of staff and children include times of arrival and departure, staff induction program to include child protection, devise a keyworker system, conduct a risk assessment of the premises, review the door security, request consent from parents for the seeking of emergency medical treatment, ensure that the child information forms contain information to enable staff to offer appropriate care, devise a complaints procedure and a child protection statement.

Systems have been developed to ensure staff are appropriately checked and the induction program now covers child protection. These ensure suitable staff are in place and are aware of the child protection procedures. An operational plan has been devised which includes procedures for a child being lost or uncollected, a complaints procedure and a child protection statement. This ensures the smooth running of the setting and that all staff and parents are fully aware of the policies and procedures. A risk assessment of the setting has been completed and the security of the doors has been addressed, this ensures a safer environment for children. The staff now request consent from parents for the seeking of emergency medical treatment and the child information forms give information to enable the staff to offer appropriate care. This ensures children are cared for according to parents wishes. Daily attendance forms have been implemented which includes the times of arrivals and departures of children and staff, this ensures that staff are fully aware of who is on the premises at any time. A keyworker system has been devised to ensure that children are allocated to a member of staff and that parents have a staff member to talk with about their child.

#### **What is being done well?**

- Staff's interaction with children is very good, they allow children to make decisions, have free choice of resources, play and companions. Children are confident and happy within the setting.
- A good range of toys and experiences, are readily available for children to freely access, encouraging their independence, all appropriate for the children's age and stage of development.

- Setting is warm and welcoming to all, information area for parents in the entrance, first names used by all. The premises are clean, well maintained, the space is well organised to meet children's needs.

#### **What needs to be improved?**

- hygiene practices, with regard to the use of communal towels
- documentation, with reference to a record of visitors.

#### **Outcome of the inspection**

Good

#### **CONDITIONS OF REGISTRATION**

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

#### **WHAT NEEDS TO BE DONE NEXT?**

#### **The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
2	Ensure that a record of all visitors is maintained.
7	Ensure that staff are aware of the importance of good hygiene practices in order to prevent the spread of infection.

## **INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.**

### **How effective is the nursery education?**

Trinity Early Learners Pre-School group provides a friendly and stimulating environment where children make generally good progress towards the early learning goals. A varied programme of activities is offered which supports the children's development and promotes all six areas of learning.

The quality of teaching is generally good. Staff have a good knowledge of the early learning goals and has an understanding of how children learn through play. A balance of activities are planned to cover the six areas of learning. However, at present children's individual needs are not used to aid planning. The space and equipment is well used to support and extend children's learning and maintain their interest. Staff have high expectations of children's behaviour and encourage this through positive praise and encouragement. Staff demonstrate a good knowledge of children's individual abilities and stages of development. The assessment records are not in line with the stepping stones towards the early learning goals.

The leadership and management of the setting are generally good. Committee and staff are committed to the inclusion of all children and to improving the care and education within the setting. The staff work very well as a team, creating a welcoming atmosphere for all. Staff and committee meetings are held regularly to assess current strengths and weaknesses of the provision and develop ways to constantly enhance practice.

The partnership with parents and carers is very good. Parents are provided with good quality information about the setting and curriculum. They have an open evening or afternoon in which they are shown a video about what is included in the Foundation Stage Curriculum. They are well informed about their child's achievements and progress through formal and informal discussions or reports.

### **What is being done well?**

- Children's language skills are good, they show awareness of the listener, they are confident to speak in front of a large group, and they talk to adults competently.
- Children are happy and confident within the group and are motivated to learn.
- Children's number skills are good, they demonstrate an understanding of counting in tens and calculation.
- Staff have very good relationships with children and parents and carers.

### **What needs to be improved?**

- assessment records to be in line with the stepping stones

- the use of assessment records to inform the future planning for individual children
- planning of activities to identify clear learning intentions that are in line with the stepping stones

#### **What has improved since the last inspection?**

The improvements made since the last inspection in 2000 have been generally good. The pre-school was required to address two key issues, which were: - enhance assessment by developing the use of observations to inform future planning and teaching, especially for work in small groups. Enhance the partnership with parents and carers by providing opportunities for them to contribute to the assessment of their children's attainment and progress.

The staff have tried different methods of recording children's development, they at present evaluate the activity, but not children's learning. This has been carried forward from this inspection. When children start the group the parents are asked to fill in an assessment sheet and this is shared with staff. At the end of the first term the parents are given an initial progress report which mainly focuses on how their child is settling in within the group. Also parents are given interim assessment in December and a formal progress report at the end of the summer term. In all cases parents are invited to discuss the reports with the keyworker.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are happy and very confident in the setting. They are interested and demonstrate motivation to learn. In circle time, they are happy to speak in front of others. Concentration levels are good in both the free play and adult led activities. Children have good relationships with their peers and adults; definite friendship groups are in place. Children are well behaved, they are able to work as part of a small group and take turns. They demonstrate care towards each other.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children listen and respond with enjoyment to stories, songs and rhymes. They are able to recognise their own name. Children frequently attempt writing and the more able children write their own name. They enjoy books, handle them with care, and they understand that print carries meaning. Children's language skills are good, older children are able to negotiate with one another; they speak clearly and demonstrate an awareness of the listener. Linking sounds to letters is developing well.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children are able to recognise numbers, they confidently use numbers and mathematical language within their play. They can count to ten and beyond with objects. Children enjoy number songs and rhymes. They are learning well about shape and size in the practical activities provided. Older children have a good understanding of addition and subtraction, and are able to recreate simple patterns.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children show a natural curiosity and use their senses to investigate and examine objects and materials. They are developing an awareness of their own culture and beliefs and those of others through the practical activities provided. Children's design and making skills are developing well; they use a range of tools and techniques in safety. They demonstrate a good understanding of time by talking about past and present events in their lives. Children have knowledge of communication technology.

### PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children move with confidence and in safety around within the setting. They move with good control and co-ordination. Children demonstrate an awareness of space for themselves and that of others. They are learning to recognise the importance of staying healthy through the daily routine. Children undertake regular activities, which develops their small and large muscles. They handle tools and objects well and use with a purpose. Children construct and manipulate materials with increasing control.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children have good opportunities to explore colour, texture, shape, form and space in two and three dimensions. They sing songs and rhymes from memory. Children use their imagination well in their art and design work, dance and role-play situations. They respond in a variety of ways to what they see, hear, smell, touch, feel, and make good use of the range of materials available.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	



### **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

### **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- develop the assessment records to be in line with the stepping stones,
- develop the assessment system to inform the future planning of activities for the individual children,
- ensure that the planning of activities have clear learning intentions of what children are intended to learn.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*