



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 251700

DfES Number: 548033

### INSPECTION DETAILS

Inspection Date 13/07/2004  
Inspector Name Glenda Kathleen Field

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Trinity Methodist Playgroup  
Setting Address High Street  
Lowestoft  
Suffolk  
NR32 4HU

### REGISTERED PROVIDER DETAILS

Name The Committee of Trinity Methodist Playgroup

### ORGANISATION DETAILS

Name Trinity Methodist Playgroup  
Address High Street  
Lowestoft  
Suffolk  
NR32 4HU

## 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 Methodist Playgroup has been opened since 1971. They operate from rooms adjoining the Trinity Methodist Church in North Lowestoft, Suffolk.

The group is Church based but run by a committee of parents and members of the Church. The group serves the local community and has links with the Sure Start scheme.

The Playgroup operates during term-time only and sessions operate from 9:00 - 13:00 five days a week.

There are currently 34 children on roll of whom 15 are funded three-year-olds and 1 is a funded four-year-old.

Five staff are currently employed. The majority of staff either hold a suitable childcare qualification or are presently undertaking relevant training. The setting receives support from the Early Years Daycare Partnership (EYDCP). The group have successfully completed four of the eight modules for the Suffolk Quality Kitemark.

### How good is the Day Care?

Trinity Methodist Playgroup provides good quality care for children.

The staff provide an attractive and welcoming environment for the children in their care. Children have access to a good range of interesting activities and resources, and this ensures they are busy and active throughout the session. The staff work well together and children benefit from being cared for by a qualified and experienced staff team. All documentation is in place. It is clear, detailed and implemented by the staff, which helps to underpin the good practice and ensures the children's safety and well-being.

The staff demonstrate a sound awareness of safety issues. They are active in ensuring children's understanding of health and safety, and security is good. Staff

provide children with a particularly well-balanced range of snacks and drinks, which help children to understand about healthy eating.

Children's behaviour is good, staff are consistent and use praise and encouragement effectively. This reinforces the children's good behaviour and promotes children's confidence and self-esteem. The staff interact well with the children, they talk and listen respectfully to them and support the children well in their activities. The staff foster an inclusive environment, where children learn about other cultures and beliefs. The staff are supportive of children with special needs and this enables them to participate in activities at their own pace.

The group develops very good relationships with the parents. Excellent information is both gathered and shared with the parents so that children feel secure within the group. Parents are kept well-informed about the planned activities, daily informal chats take place with staff, and each term parents have the opportunity to formally discuss their children's progress and achievements.

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

At the last inspection the setting agreed to ensure that the daily register recorded arrivals and departures of children; ensure the security of the premises regarding other users access to playrooms and security of playrooms; any locks fitted to meet fire officers recommendations; ensure hygiene practices are in place especially at snack time.

The register now records late arrivals and early leavers; the group now have a designated playroom, the fire officer is happy for the doors to the large halls to be locked when hall not in use. All areas used by the setting can be viewed from the playroom. Children wash hands at sinks prior to snack time.

These measures now in place ensure the safety and well-being of the children.

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

- Staff interact well with the children, they talk and listen respectfully to them and give appropriate support at activities. Children feel respected and valued.
- The group build good relationships with parents. Parents receive comprehensive information about the provision and staff keep them well informed of their children's progress. This gives parents confidence in the setting and children feel secure.
- Children are offered a good range of nutritious snacks and a choice of drink at each session, the snack time is relaxed and unhurried and does not break the flow of play, as children choose when to have their snack. This encourages children's independence and helps them understand the importance of healthy eating.

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

- no identified weaknesses.

**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
8	Provide further independence for children at snack time by enabling them to pour their own drinks

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

### How effective is the nursery education?

The provision for nursery education at Trinity Methodist Playgroup is good. Children are making generally good progress towards the Early Learning Goals.

The quality of teaching is generally good. Staff's understanding of the Foundation Stage and of how children learn is good. They plan and deliver a balanced range of interesting and stimulating activities to meet the needs of the children. Staff deployment is good, with all staff working together as a team and spending most time working directly with the children. Currently organisation at snack time does not enable children to effectively gain from the learning opportunities it provides, for example simple calculation skills, and the use of children's name cards is not extended to planned and everyday activities. Children's knowledge of everyday technology is restricted by few resources to support their learning.

Staffs management of children's behaviour is good, they understand the range of behaviours and use a variety of strategies. Children with special educational needs are well supported to enable them to make progress along with their peers. Assessments are thorough and detailed and used to inform future planning.

Leadership and management is generally good. There is a strong commitment to improvement through training to update knowledge and continual ongoing reflection of practice. However, the system in place to monitor the quality of teaching taking place does not involve all staff. Regular staff meetings ensure that staff are involved in the planning and bring ideas to the group from different sources.

The partnership with parents is very good. Staff value parents contributions to the group. Excellent information via the parents pack, newsletters and a well maintained notice board keeps parents up to date with events and activities taking place. Formal arrangements to discuss children's achievements are held termly. Parents feel well supported and find the staff approachable and helpful.

### What is being done well?

- Staff teamwork is a strength of the group; all staff are fully involved at all stages of planning and delivering activities, bringing their own ideas to make activities stimulating and varied. They are flexible and follow children's interests and needs when appropriate.
- A large part of each session is free flow play; allowing children to make decisions and sustain their interest whilst persevering at self-chosen tasks.
- Opportunities for creative development are very good; children freely explore colour and texture as they paint, print and collage and use water and sand. Role play and imaginative play is well resourced and offers children opportunities to develop and sustain complex games.

**What needs to be improved?**

- snack time;
- use of children's name cards;
- monitoring of the quality of teaching taking place e.g. staff appraisals;
- resources e.g. I.C.T and programmable toys.

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

Not applicable

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children persevere at self-chosen tasks, such as puzzles and dough play. They listen attentively at story time. Children co-operate well and understand the need to take turns and share. Children are generally independent and confident; they form good relationships and ask for help when needed. They learn about their own and other cultures through celebrating festivals such as Diwali and special events such as Easter.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children develop speaking and listening skills as they listen to stories and enjoy whole group activities. Letter sounds are introduced in an informal way during general play and conversation. Children use writing materials freely to make marks; most recognise their own names from name cards, however opportunities are missed for children to learn to write their names in planned and everyday activities. There is a well stocked book corner enthusiastically used by children and staff alike.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children have opportunities to count and use number through planned activities. Most children can count to five and above and correctly name common mathematical shapes. They sort, sequence and make patterns using equipment provided. Water and sand introduces concept of weight and measure. Opportunities are missed to develop children's calculation skills during routine every day activities e.g. snack time.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children grow flowers and collect pine cones, numerous garden bugs and other natural items to look at. Construction kits and malleable materials e.g. dough, encourage designing and making skills. Few resources support children's learning of everyday technology and I.C.T. Children talk about past and present events, their homes and families. Visits are made by staff and children to the wider community e.g. the local park for a "bug hunt".

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children have opportunities for physical play each day, outdoors when weather permits. They are confident to climb and slide, balance and jump. They use wheeled toys to negotiate space both indoors and outside. Children understand basic routines and self-care procedures. Fine motor skills are developed using mark making equipment and small tools, tools for playdough etc.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children explore colour and texture through free and guided art and craft activities such as painting, printing and collage. They make models using recycled materials, playdough etc. Children enjoy spontaneous and planned music and movement activities such as moving like an insect. Imagination is developed using role play items and props as well as small world play with vehicles and animals.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**

## **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**

- provide more consistent coverage of simple addition and subtraction during daily routines e.g. snack time, and extend the use of children's name cards to planned and every day activities;
- extend the system in place to monitor and evaluate the quality of teaching taking place to include all staff;
- improve resources for children to use I.C.T and programmable toys to support their learning.

*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.*