

Trinity Play Centre (Sutton Coldfield) Limited

Inspection report for early years provision

Unique reference number	EY422534
Inspection date	23/05/2011
Inspector	Carol Johnson

Setting address	Trinity Play Group, Duke Street, SUTTON COLDFIELD, West Midlands, B72 1RJ
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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Trinity Play Centre (Sutton Coldfield) Limited is a committee-based nursery. It is a well-established setting that was re-registered in 2010 and operates from a hall, two playrooms and a reception area in a former school building. It is situated close to Sutton Coldfield town centre. All children share access to a secure enclosed outdoor play area.

The setting is registered by Ofsted on the Early Years Register and on both parts of the Childcare Register. A maximum of 50 children may attend the full day care facility at any one time. Operational hours are Monday to Friday from 7.45am until 5.45pm for 50 weeks of the year, with the exception of Bank Holidays. A service is available for children up to the age of 11 years during school holidays. There are currently 55 children on roll who are within the Early Years Foundation Stage. Children attend from a wide surrounding area, with many parents commuting to Sutton Coldfield to work. The nursery provides funded early education for three- and four-year-olds.

There are 12 staff who work with the children, including the manager, all of whom hold appropriate early years qualifications. The nursery employs a cleaner and an administrative member of staff. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and enjoy a wide variety of activities that are satisfactorily planned and implemented to meet their individual needs and help them to develop and learn. Children's awareness of health and safety is suitably promoted and they are treated as individuals. Partnerships with parents and others are satisfactory and contribute to consistency of care for children. Most documentation is maintained appropriately and the provider demonstrates a sound capacity for improvement. However, systems used for observation, planning, assessment and self-evaluation are not yet effective and the nursery outdoor area is in need of development to help children reach their full potential.

What steps need to be taken to improve provision further?

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

- maintain a daily record of children's hours of attendance (Documentation; also applies to both parts of the Childcare Register). 30/05/2011

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

- develop the outdoor environment to improve opportunities for doing things in different ways and on different scales than when indoors and to offer children more freedom to explore, use their senses and be physically active and exuberant
- develop systems used for self-evaluation in order to identify strengths and priorities that will improve the quality of provision for all children
- develop systems used for planning, observation and assessment to identify aspects of children's learning and development, plan for their next steps and explore ways of encouraging parents to contribute to the planning, observation and assessment cycle.

The effectiveness of leadership and management of the early years provision

Children are suitably safeguarded. All staff and the committee treasurer have attended some safeguarding training. Consequently, they show a clear understanding of reporting and recording procedures should they have any safeguarding concerns. The safeguarding policy is shared with staff and parents, and children are only released into the care of known individuals. Comprehensive risk assessment records are in place and these include required detail. Staff carry out daily visual checks of all areas of the premises and fire alarms are tested on a weekly basis. All adults in the setting have been appropriately vetted and all new staff and students undergo an appropriate induction to ensure that they are familiar with the setting's policies and procedures. On the whole, documentation is maintained appropriately, however, the nursery is not meeting legal requirements with regards to maintaining a daily record of children's hours of attendance. Suitable systems are not in place to ensure that children's departure times are consistently recorded and this potentially compromises children's welfare.

The committee and nursery staff are enthusiastic about what they do and are motivated to seek further improvement. Since registration they have made a number of improvements and these include installing an intercom and camera at the front entrance, improving flooring in several of the rooms and purchasing a variety of child-friendly furniture. Systems for self-evaluation are still in their infancy and are not yet fully effective in evaluating the provision as a whole. For example, leaders and managers show a general appreciation of some the strengths and weaknesses of the nursery but have no strategies in place for effectively gathering the views of all people connected with the nursery.

Children have sufficient space to play and rest. A variety of resources are safely stored in ways that they are easily accessible to children and this allows children to make some independent choices about their play and learning. Some positive images of diversity are evident throughout the nursery, for example, in books and displays, and these help to raise children's self-esteem and awareness of the wider community. Staff have attended a range of training courses to help improve their knowledge and understanding of childcare-related subjects. For example, some staff have attended courses in relation to food safety, first aid and health and safety. Staff meetings are held on a regular basis and these are used to convey

important information and to share ideas and examples of good practice. There are currently no children who also attend other early years provisions. However, staff are clear about the importance of working in partnership with other settings, when the need arises, to support children's continuity of care.

Relationships with parents are friendly and keyworkers regularly exchange information about children's welfare and some of the activities they have taken part in. Newsletters are sent out on a regular basis and a range of useful information is displayed on notice boards around the premises. Parents are warmly welcomed and actively invited into the setting to share their knowledge and experiences with the children. For example, a parent who is a nurse recently came into the nursery; she talked to the children about her job and inspired their imaginary play in the role play area that was then set up as a hospital.

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

Overall, children make steady progress in their learning. Staff demonstrate a sound knowledge of the needs and interests of individual children and provide a variety of experiences that excite and interest them. Children enjoy a suitable balance of adult-led and child-initiated activities and these include lots of creative experiences and various outings for the older children. Staff observe children on a regular basis and record some of what they see and discover. Each child has their own book that contains some examples of their work, photographs of them involved in play and their observation and assessment records. These books are available for parents to view and annual progress meetings are arranged between staff and parents. However, systems for carrying out observations, assessing children's progress and planning for the next steps in their learning are not yet effective. For example, there are inconsistencies with regards to the quality of some observations and there are no clear strategies in place for involving parents in the planning, observation and assessment cycle.

Children are happy and having fun. They show through their actions that they feel safe in the nursery and they are happy to go to staff for comfort, reassurance and support. Children know and comply with safety, health and care routines. They understand that they need to wash hands after toileting and before touching food and they are learning to show care and consideration for others. Generally, children behave well and staff provide them with positive role models to follow. They occasionally need gentle reminders, for example, to be mindful of others when riding wheeled toys outside, but show a developing sense of responsibility. Older children share and take turns in their play and good manners are evident.

Children enjoy regular opportunities to engage in physical activity and exercise. The outdoor area is used by all children on a daily basis and includes a range of resources that encourage children to climb, balance and move in various ways. However, the outdoor area is in need of development and is not used to its full potential. Consequently, children's welfare, learning and development are somewhat impeded. Some of the safety surfacing is badly damaged, grassed areas are worn and both the area itself and the way it is used lacks imagination. Staff

and the committee have already highlighted this as an area for development and are actively looking at ways of making improvements.

Children are gaining some of the skills they will need in future life. They are developing skills in communication, literacy and numeracy and they have access to a range of resources that teach them about technology and how it is used. 'Rising 4's' are being prepared for school as they learn how to do up zips and buttons and put on shoes. Staff provide activities that help them to recognise and write their names and they are learning to name various shapes and colours. Babies show an interest in their surroundings and are provided with a range of resources that encourage them to explore and investigate using all of their senses. For example, they show excitement and curiosity as they play with pop-up toys and musical instruments.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	3

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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept). 30/05/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept). 30/05/2011