

Trinity Pre-school Playgroup

Inspection report for early years provision

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Inspector Diane Hawkly-Holt

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Type of setting Childcare - Non-Domestic

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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 Pre-school Playgroup was registered in 2003. It operates from Trinity Methodist Church in the Sale area of Trafford. Children have access to the church hall, a room adjacent to the hall and a local school playing field for outdoor play. The playgroup is open from 9.15am to 11.45am Monday to Thursday and Monday, Tuesday and Thursday from 12.45pm to 3.15pm, term-time only.

There are currently 41 children aged from two to four years on roll. The pre-school currently receives early education funding for three and four-year-olds. The nursery supports children with disabilities and children who speak English as an additional language. There is a manager and five members of staff who work with the children. Three members of staff hold a National Vocational Qualification Level 3. In addition, one staff member holds a National Vocational Qualification Level 2 and is undertaking Level 3, and one member of staff holds a Teaching Assistant qualification.

The playgroup is a member of the Pre-School Learning Alliance and receives support from Trafford Sure Start. They may care for no more than 25 children under eight years; of these, no more than 25 may be in the early years age group and, of these, none may be under two years at any one time. The playgroup may provide care in the large hall and the room adjacent to the hall and is registered to care on the Early Years Register and the compulsory part of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individuality is appreciated and well supported as the practice is inclusive. The policies and procedures are established and clear, which results in the promotion of children's welfare. Children are making good progress in their learning. The staff have a good understanding of most of the settings strengths and areas for improvement. The manager takes steps to continuously improve the service. The staff have built effective relationships with parents and other professionals to promote secure and consistent care for children.

What steps need to be taken to improve provision further?

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

- develop a written procedure to be followed in the event of a child going missing (Safeguarding and promoting children's welfare).

26/10/2011

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

- develop further sustained shared thinking by offering encouragement , clarifying ideas and asking open questions which support and extend children's thinking and help them make connections in learning.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and well protected in the setting because the staff are knowledgeable about local safeguarding policies and have effective procedures in place to manage any concerns they may have about children in their care. Staff are also appropriately vetted and are safe and suitable to work with young children. This means that children are safe and secure in the setting. The setting is set up daily and is clean and bright. The staff carry out daily safety checks and there are comprehensive risk assessments that are regularly reviewed. This ensures that the areas used by the children are safe and means that children are able to move safely and freely around the building. Staff are aware of what procedure to follow in the event of a child going missing. However, the setting does not have the procedure in writing, which means that staff cannot ensure consistency in keeping children safe. This is a breach of a legal requirement.

Staff are knowledgeable about the Early Year's Foundation Stage and use this well to support children in their learning. The staff work well together as a team and plan activities for the children based on their interest and level of development. Good varieties of play opportunities are available every day. The environment is well organised and accessible to the children and is adapted to incorporate the children's interests. The home corner has play dough and cake cases added to it as a few of the children were interested in baking, the children were able to play at making cakes and baking. Children are able to follow their interest in construction by building with large soft play blocks and adding cars and dolls to construct a house. This means that they are able to thrive and make good progress in their development.

The manager is aware of the setting's strengths and weaknesses. She continually looks for ways to improve the provision for the children and to this end sets herself ambitious and appropriate targets. She has addressed previous actions and recommendations promptly and effectively. She has worked with the staff to develop the assessing and recording process that tracks the children's progress whilst at the setting. This has improved the provision and opportunities for children to achieve better outcomes. Planning is shared with parents and the children are involved in making planning choices daily and for the coming week. Parents receive a termly newsletter which asks them to share any concerns and any of their ideas for development. The setting has improved by offering water for children to access independently throughout the session.

The staff form close working relationships with parents and carers. They obtain useful information about each child, such as their likes and dislikes and interests and abilities. The key person to plan learning opportunities for the children uses the information gained from the parent. This means that parent's wishes and children's individual needs are effectively met. The staff and parents share

important information about their child's starting points and progress during daily handovers. This means that parents can become involved in their child's learning and that each child is well supported in making progress towards the early learning goals. Effective relationships with the local school have enabled children to visit before they start at the school. The setting is working effectively with other professionals to support children with additional needs. These well-established relationships contribute well to supporting children's welfare and learning.

There is a comprehensive induction process, where parents receive a welcome pack that includes the main policies and procedures. This also establishes if children need extra support. Staff offer sensitive support to children who have special educational needs or disabilities by adapting activities. For example, for a child who had a food allergy, the ingredients were altered to ensure that all children could take part. An effective equal-opportunities policy is regularly reviewed and children with English as an additional language are supported well. Additionally, the setting is well resourced, with a variety of equipment that depicts people with different abilities and backgrounds and a good induction process meaning that the individual needs of all children are met and that all children are included fully in the life of the setting.

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

Children are guided well by the staff to use the equipment safely, not to run inside and to be kind and caring to keep each other safe. The children feel safe and secure as they follow well-planned safe evacuation procedures. Children are protected well as they follow safety guidance when they go to use the outdoor space and when they collect branches from outdoors. Children are well supported to take appropriate risks when using the 'ball hoppers', the outdoors and the slide and safety mats, as the staff give clear safety guidance.

Children's good health is promoted because the staff provide a clean and stimulating environment where children develop good independence with their personal care. Good health routines are established. For example, all children wash their hands after activities and before snacks. Children are protected from cross-infection because the setting ensures the equipment is cleaned to a high standard and checked daily. Children have a wide variety of equipment to develop large motor skills indoors, for example, a slide, large sponge matted area, hoppers and soft play blocks. The area is cleared at the end of the session to allow children to experience the large hall with bikes, balls and parachute games. There are good procedures in place for recording accidents and administering medication, which promotes children's good health. Children are supported to recognise when they need to rest or sleep. The children are consulted in the choice of snacks and they are encouraged to make healthy choices when planning cooking activities.

The staff observe the children regularly and record their progress through pictures and narratives. This is used to establish a starting point and the subsequent observations are used to plan stimulating activities that enable the children to make good progress whilst at the setting. Children are making good progress in

communication, language and literacy as the staff spend time speaking to the children and this encourages communication between the children. However, staff sometimes miss opportunities to ask open ended questions to encourage children's creative and critical thinking. Children access a variety of books and there are plenty of opportunities for children to write and record their own learning as there is a selection of paper and mark-making equipment readily available. The children also use technology regularly in the setting, using 'play mobile phones' and a laptop with pre-loaded computer programs. Problem-solving, reasoning and numeracy is embedded in all activities. The children used the equipment to sort out different colour and sized bears. Staff are knowledgeable and actively support children's learning in the different areas. Consequently, children are making good progress towards the early learning goals in all six areas of learning.

Children behave very well in the setting because the staff give clear explanations and set appropriate boundaries. Children are developing a respect for themselves and others whilst learning about other cultures and beliefs. Furthermore, the setting celebrates children's individuality and festivals, such as Diwali, where the children take part in cooking and tasting different foods. The staff make effective use of books and activities to introduce new ideas and promote diversity.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
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	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
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