

# Trinity Early Learners

Inspection report for early years provision

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<b>Unique reference number</b>	226313
<b>Inspection date</b>	01/12/2011
<b>Inspector</b>	Janice Hughes

<b>Setting address</b>	Trinity Methodist Church, Royland Road, Loughborough, Leicestershire, LE11 2EH
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<b>Email</b>	
<b>Type of setting</b>	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 Early Learners opened in 1981. It operates from the hall at Trinity Methodist Church in the centre of Loughborough. It serves the local area. The playgroup is open each weekday during school term times; from 9.15am to 12.15pm

The playgroup is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children may attend the setting at any one time. There are currently 39 children aged between two-years-old and five-years-old on roll. The playgroup currently supports children with special educational and disabilities.

The pre-school employs six members of staff. All of whom hold appropriate early years qualifications. The setting receives support from Leicestershire County Council and are members of the Pre-school Learning Alliance.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very well cared for in this welcoming and inclusive setting, where a vibrant and stimulating environment with good access for the children is created. Strong working relationships with parents and other professionals ensure children are given the help they need. Staff are aware of children's interests and capabilities and are planning efficiently for their learning priorities. Children's health and well being is in the main catered for well and there are good practices to keep children safe. However, some risk assessments and hand washing procedures are not effective. The setting has a strong capacity to improve as staff reflect on their practice and identify some purposeful areas for improvement.

## What steps need to be taken to improve provision further?

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

- ensure all reasonable steps are taken to minimise hazards to children - both indoors and outdoor - and risk assessments cover anything with which a child may come in contact (Documentation).

21/12/2011

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

- develop systems to effectively promote the good health of children; with attention being paid to hand washing procedures.

## **The effectiveness of leadership and management of the early years provision**

Staff are knowledgeable regarding safeguarding issues and the procedures to follow, should they have concerns about a child in their care. Required policies, procedures and records for the safe and efficient running of the setting are established and revised as necessary to maintain compliance with the regulations. However, although risk assessments are diligently carried out, records are not maintained to record when and by whom these are checked for everything a child may come in contact with. Comprehensive recruitment and induction procedures ensure qualified staff, with relevant knowledge and experience are suitable to work with children. Further training is supported by management who recognise the benefits to staff development and consequent impact on the quality of the care children receive.

Staff work skilfully together to ensure day-to-day routines are efficiently managed to provide a welcoming and inclusive environment where children's individual needs are effectively met. However, there are occasions when children are not always encouraged to wash their hands effectively. For example, after art activities and sometimes before children have snack. All play areas are very well resourced to provide children with interesting and exciting experiences to encourage their enjoyment, fun and learning and development.

High levels of communication channels and partnerships with parents are in place. This ensures information is shared to enable staff to care for children according to their individual needs, interests and their parents' preferences. Parents are kept well informed about their children's progress and contribute to their learning journey records. They are involved within the playgroup through fund raising efforts to support a chosen charity and a variety of social events. Parents acknowledge their involvement within the playgroup and speak highly about both the management and staff. Strong involvement with others involved in the children's care, such as health professionals and specialist workers is established. This ensures all are working together to help children reach their full potential and to support the identification and inclusion of any child. Links with local schools are established to aid a smooth transition as children move on in their education.

A positive culture of reflective practice successfully identifies areas of strengths and improvement where all staff contribute to planned future developments. Team meetings and appraisals are used effectively to discuss working practice and share ideas to seek continuous improvement. The playgroup is effectively led and managed as those in charge strive for quality through an efficient self-evaluation process to identify strengths, drive for improvement, and have a strong commitment to equality and diversity.

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

Children make good progress towards the early learning goals through a balance of adult-led and child initiated activities. Staff observe and assess children during play and maintain written and photographic records of individual achievements. Their next steps in learning are identified and incorporated into activities. Learning journey records are used effectively to record and identify children's progress towards the early learning goals.

Resources are easily accessible to promote self-selection and children are confident to make choices and steer their own play. Opportunities are used throughout the session to promote active learning through purposeful play activities. Children learn how to use hammers and bang screws and nails successfully into wood, potatoes and swedes. This is a valuable activity and provides staff with the opportunity to teach the children the dangers of using tools at home. It further enables children to take risks. However, the staff have not completed a risk assessment on the activity and this compromises their safety. Opportunities for children to learn about a healthy lifestyle are very good. Through discussions, topics and social interaction with staff during snack times, children have a secure understanding of the importance of being healthy. Children's healthy lifestyle is fostered effectively through daily access to the outdoor play area, where a broad range of outdoor toys support children's physical skills. They climb on the climbing frame, balance on stepping stones and ride bicycles with expertise and developing skill. Children grow vegetables, such as tomatoes and runner beans and make a healthy salad to eat for snack. They learn about safety through routines, discussions and purposeful activities; such as learning about the dangers on bonfire night and road safety.

Staff implement a range of positive methods to help children understand appropriate behaviour with clear explanations, praise and encouragement. As a result, children know what is expected of them, behave well, take turns when playing with toys and develop awareness of how their behaviour affects others. Children learn about the wider world through positive images to reflect difference and diversity. Books, including reference books, posters, wall displays and play equipment help children to value each other. They take part in various activities, supported by parental involvement to celebrate in a selection of special events and festivals. For example, children participate in Indian dancing, make Diya lights and paint rangoli patterns to celebrate the festival of Diwali. Outings in the local area such as, to the library and local shops enable children to make sense of the world and their place within it.

Children are confident speakers and good listeners, and are keen to share experiences and enjoy listening to stories. For example, they enjoy participating in repeating nursery rhymes and songs. They enjoy books, accessing them independently, listening to and joining in stories as they snuggle in the very

comfortable book area. Good emphasis is placed on developing children's communication, language and literacy skills. For example, they discuss and recognise their names and then independently use them in trying to write their names with confidence on their Christmas cards. Children are encouraged to show an interest in numbers and mathematical language. This is supported well as staff provide the skills needed for counting, through a range of interesting games, songs and everyday activities. They learn how to estimate, and measure as they use the spirit level and tape measure whilst building with blocks. This helps children's early mathematical skills. Children know about the uses of everyday technology and most children learn how to operate wind up toys and computer equipment. These opportunities help to successfully develop children's future skills well.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	3
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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
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	2

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