

# Holy Trinity Playgroup

Inspection report for early years provision

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**Unique reference number**

224115

**Inspection date**

12/12/2011

**Inspector**

Lesley Bott

**Setting address**

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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.

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**

Holy Trinity Playgroup was registered in 1993 and operates from a large room within Holy Trinity Church in Belle Vue, Shrewsbury. The playgroup has use of an adjacent hallway, near to the children's toilets, used for computers and quiet time. The playgroup is accessible to all children and there is a fully enclosed area available for outdoor play.

The setting opens Monday to Friday during school term times. Sessions are from 9am until 3pm. Children are able to attend for a variety of sessions. The playgroup is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 24 children may attend the group at any one time. There are currently 47 children attending all of whom are within the Early Years Foundation Stage. The playgroup provides funded early education for three-and four-year-olds and supports children who speak English as an additional language.

The setting employs nine members of childcare staff. Of these, all hold appropriate early years qualifications. The playgroup receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The setting provides a warm, welcoming and inclusive environment where children are respected and valued. Children are making good progress as they enjoy interesting and stimulating experiences, which encourage them to learn. Partnerships with parents are effective and suitable procedures are being implemented to liaise with other carers to ensure consistency in children's care and development. All policies and procedures are in place and most consent forms completed appropriately. Effective systems are in place to continually monitor the provision to ensure future priorities are identified to improve outcomes for children.

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

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

- ensure prior written permission from parents is in place before medication is given (Safeguarding and promoting children's welfare)
- 26/12/2011

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

- review the arrival procedure for children.

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

Children's safety and welfare is well maintained in the setting. Staff have a good understanding of safeguarding issues and are clear about their responsibilities to protect children in their care. A written policy is in place, which is comprehensive and in line with the Local Safeguarding Children Board guidelines. Staff ensure that visitors identity is checked and details recorded of arrival and departure times, which protects children from persons who may not be vetted. However, the recording procedure for children's arrival, particularly for the afternoon session is not always clear. Children arriving early for the session do not have their arrival time recorded, which could impact on their safety in the case of an emergency. Policies and procedures accurately reflect everyday practice and these are regularly reviewed. However, prior written permission for medication from parents is not always in place to ensure children's welfare is met at all times. Robust recruitment and vetting procedures ensure that all adults working with children are suitable to do so. All staff have suitable checks completed, which include a Criminal Records Bureau check and evidence of this is held on files, which are available for inspection.

Children's care, safety and welfare are well promoted due to the enthusiastic and dedicated staff. Reflection and evaluation is important to the setting. To maintain a high quality, continual training is important and staff are encouraged to embark on a training programme, which places 'stay safe' as an important starting point. Comprehensive self-evaluation systems demonstrate several initiatives that have been successfully developed. For example, recommendations raised at the setting's last inspection have all been suitably addressed. Staff make excellent use of the available space to provide a wide range of stimulating and exciting play opportunities for children. This includes the outdoor area which is an integral part of the children's learning and development as the teaching continues outside. Designated areas for learning contain low-level storage containers, which enables the children to initiate their own learning. Monitoring and rotating the equipment ensures that children remain interested and make good progress in all areas of their learning.

The playgroup embraces the role of parents. Purposeful systems ensure that parents are involved in their child's learning as they attend regular parent's evenings and discuss and agree with staff on a target for their child for the next term. They are actively encouraged to be fully involved in all aspects of their child's care and learning, as they share their skills to enhance various activities. The setting works closely with other professionals and effective plans enable the transitions to other settings to run smoothly. Although, there are currently no children attending the setting with special educational needs and/or disabilities, policies and procedures are in place. Staff are aware of their roles and responsibilities of working with other professionals when the need arises.

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

Children are well cared for in an environment that is accessible and inclusive. They make good progress in their learning as systems are in place to observe, assess and plan for children's development. Staff record daily observations on all the children in their 'observation book'. This information is then used for future planning to ensure that individual children are appropriately supported and challenged in their learning. Each child has a learning journal, which is completed by their key person and their progress is recorded on their tracker sheet. This is updated each term prior to the parents evenings.

All children show a very strong sense of security and belonging within the setting. Settling-in procedures are very effective via the Mother and Toddler feeder group, which reassures new parents. The children show high levels of confidence and self-esteem, as they participate in purposeful play and develop skills for the future. For example, during the inspection, a small group of children were decorating stars with tinsel and glitter, while singing to their Christmas concert songs. They explain how they need to be careful when using the scissors, as they might cut themselves. They enjoy exploring with media, such as sand and shaving foam, creating patterns and forming letters. They discuss the texture of the foam, mixing coloured dye to it to change the colour. Children know not to slap their hands on the foam, or clap their hands together, understanding that the foam might make their eyes sting, as they take control of their own safety. Children have good opportunities to develop their vocabulary. For example, they listen well to stories in a group joining in with the story and have daily opportunities to recognise their names when they arrive at the setting.

Children's awareness of healthy lifestyles is effectively promoted. The outside area is used on a daily basis, as the children have the opportunity for free-flow. They also have opportunity to learn about nature and develop good physical skills, as they benefit from using the local forest school. Children are learning to keep themselves safe, as they practise road safety on outings and take part in regular emergency evacuation drills. They are learning about themselves and others through discussion and exploring a range of religious and cultural festivals ensures their understanding of others. For example, the children made diwali candles and weaved a prayer mat with different coloured paper. Children learn the importance of good personal hygiene habits through everyday routines. They benefit from healthy and nutritious snacks prepared on the premises using fresh produce. All children are provided with regular drinks throughout the day and water is provided for children to access. This helps to keep them well-hydrated and develops independence.

## 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	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

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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	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	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:

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) 26/12/2011

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 year section of the report (Records to be kept) 26/12/2011