

# Trinity House Community Resource Centre

Trinity House Community Resource Centre, Grove Close, MANCHESTER, M14 5AA

<b>Inspection date</b>	11/12/2012
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Children are happy and enjoy their time in the warm friendly environment of the provision. They feel safe under the supportive guidance from staff and they develop strong friendships and a culture of respect and harmony.
- Children become confident talkers because staff encourage clear communication. They listen and interact well with children, encouraging children to think systematically which helps their problem solving skills.
- Children's safety is maintained because staff understand safeguarding procedures and implement risk assessments well to keep the environment safe and secure for children to play in.

### It is not yet outstanding because

- The views of parents and children are not fully utilised to enhance the evaluation of the club in order to sharply focus plans for future development.
- The organisation at times and opportunities for children to develop self-care skills and personal hygiene routines are not fully developed, for example, at snack times.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector discussed the process of the inspection with the manager and also spoke with staff at appropriate times.
- The inspector observed activities in the playroom and took account of the views of parents of early years children who attend.
- The inspector looked at children's files and records, communication books, documentation and a selection of policies.

## Inspector

Anne Drinkwater

## Full Report

### Information about the setting

Trinity House After School Club was registered in 2012, and is operated by a management committee. It is located in the Trinity House Resource Centre in the Rusholme area of Manchester. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register and there are currently three children attending who are in the early years age group.

Children have access to a large room located on the ground floor and an outdoor play

area at the rear of the building. The after school club is open each weekday from 3.30pm to 6pm during term time only. The club has procedures in place to support children who speak English as an additional language and children with special needs and/or disabilities. A manager and three staff are employed to work with the children, two hold level 3 early years qualifications.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- review the organisation to improve the routines for snack time and provide all children with opportunities to develop skills in their own self-care, and good hygiene practices, for example, by washing their hands before snacks
- enhance existing self-evaluation processes by valuing and utilising the views of service users in order to develop the club further.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Children arrive at the after school club with enthusiasm. They quickly settle themselves in activities, which have been set out prior to their arrival. Children new to the club are effectively supported by staff and the children and benefit from the close interactions which help ensure they are included and reassured. Children like the friendliness of the staff and their small group of friends. They introduce themselves and welcome visitors with confidence. Staff are mindful of the fact that children have been in school all day, as a result, staff enable children to relax and engage in freely chosen activities. These activities, whilst chosen by the children, include opportunities for reading and writing in the quiet area. The room is filled with laughter and conversations between staff and the children as they engage in conversations about their day, what happened in school, or what they are doing at the weekend. The creative activities planned by staff are a particular favourite giving children the opportunities to express themselves, share their ideas and talk about what they are doing, thus developing their communication skills.

Staff's understanding of how children learn and develop means that they are generally successful in providing some relevant activities for the children in the early years who attend and to complement their education in school. Staff use their knowledge of the children to inform the range of activities and resources they offer. For example, they know children's current interests and so provide resources that reflect these. Children play together well which aids their personal and social skills. They negotiate the rules for the

pool table and programmable games, which builds their relationships with others. Children occupy themselves well by selecting activities from the resources available. They play cooperatively with the 'four in a row' game, take turns to play pool or the interactive programme where they enthusiastically play tennis. Children describe how they painted their hands to create a poster depicting harmony, peace, friendship and equality which shows children's creativity and thinking, helping them value people's similarities and differences. The variety of books available also allows children to enjoy the world of fantasy whilst relaxing on the comfortable sofas. Word search sheets are available in abundance as most children enjoy the challenge of searching out the hidden words.

Children enjoy expressing their views on the activities and foods they like and dislike and their reasons why which helps to challenge children's thinking. Consequently, children learn how to explain to their friends their particular likes and dietary needs. Generally the organisation of the session runs smoothly and children know the routines well, however, the snack time routine is not organised well enough to allow children to wash their hands or prepare tables to be able to sit and socialise. As a result, children are not always effectively encouraged to learn skills in their self-care.

### **The contribution of the early years provision to the well-being of children**

The key person system is established successfully which enables children to form secure attachments with staff and their peers. Staff support children appropriately, encouraging them to explore and express their views and ideas. This helps develop children's skills and positive attitudes to future learning. They greet each other warmly and welcome visitors with confidence on entering the setting, and quickly settle into the activities they like. Parents talk freely with the staff, discussing any concerns, and how they were at school.

The large welcoming room and outdoor play space offers a variety of areas for children to explore, enabling children to interact with others or to sit quietly and enjoy some quiet time. Staff act as appropriate role models, showing genuine care and respect for all. They offer children ongoing explanations so that they can begin to understand the consequences of their actions. Children happily share the resources and include others in their play. For example, older children discuss and develop their role play and readily include the younger children in this. Children's independence is appropriately promoted as they carry out some tasks, such as pouring their own drinks during the session.

Physical development is promoted as children have some access to the outdoor areas and particularly enjoy the interactive tennis game which encourages them to jump, strike and hit the tennis balls. Staff engage children in activities to help them learn to be safe, they act out road safety, demonstrating children's knowledge of effective safe practices. In addition, children readily recite the ground rules, they state these are fair and make the club a friendly place to be. Children know not to run indoors and that they need to share resources with their friends. This improves children's understanding of appropriate and acceptable behaviours and boundaries and a healthy respect for each other.

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

This newly registered provision has a commitment to providing quality provision for the children who attend. Children are safe as staff have a good knowledge of local safeguarding procedures including how to identify and report concerns they may have about children in their care. Further systems, including risk assessments, are in place to ensure the premises are safe and secure for children to play in. On occasion, staff have the opportunity to attend training on practical issues relating to children's welfare to further enhance children's overall well-being. Recruitment and vetting procedures ensure that staff are the most suitable to care for the children. The club has only been operating for a short period time and, although the manager knows that appraisals for staff are required, these have not taken place as yet.

Staff successfully liaise with parents and teachers from schools on a regular basis through the daily communication book. This includes information facts about children to support staff to get to know their likes and dislikes and important pieces of information about their life outside the setting. The information gained informs staff of a particular child's needs and as a result, some areas of their development are particularly strong, for example, communication and literacy. Staff are beginning to reflect on how to improve their practice through self-evaluation. However, they do not coordinate the self-evaluation methods sufficiently to ensure that everyone concerned with the after school club has a clear vision of or input into the plans for growth and development.

Parents value the warm, friendly approach of staff. They state their children enjoy attending because 'they make good friends and the staff are nice and play with them'. Parents feel included in the setting and find it hard to get children to leave as they are having so much fun with their friends. Parents therefore value the relationships and report that their children are more confident and independent.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets

		the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY446234
<b>Local authority</b>	Manchester
<b>Inspection number</b>	802579
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	3 - 17
<b>Total number of places</b>	24
<b>Number of children on roll</b>	23
<b>Name of provider</b>	Trinity House Community Resource Centre
<b>Date of previous inspection</b>	Not applicable

**Telephone number**

01612251064

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

**Type of provision**

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

