

The Trinity Group

Trinity Resource Centre, St. Marys Avenue, Margate, Kent, CT9 3TN

Inspection date	16/05/2013
Previous inspection date	17/06/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Staff have developed positive relationships with the children and their families, offering a friendly and caring environment.
- Children are given interesting and stimulating learning activities, which reflect their interests and incorporate all areas of learning.
- Staff use systems for observational assessment well, which helps them to plan meaningful activities based on children's interests.
- Staff are deployed very well and provide good supervision so that children can move around all areas of the nursery, both inside and out, throughout the day.

It is not yet outstanding because

- Staff do not fully promote opportunities for all children to engage in different aspects of the community, which reduces their experiences to meet and learn about different people.
- Visual representations of the written word are not fully promoted, which means children's understanding of words having meaning are not fully embedded.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 sampled relevant documentation, including children's developmental records.
- The inspector observed children's play and practitioners' interactions, indoors and outdoors.
- The inspector jointly with the provider observed the practice and spoke to practitioners about their understanding of the learning and development and safeguarding and welfare requirements.
- The inspector took the view of those parents and carers spoken to on the day.
- The inspector observed staff and children and spoke to them at appropriate times throughout the inspection.

Inspector

Sara Garrity

Full Report

Information about the setting

The Trinity Group opened in 2003, and is supported by a management committee. The pre-school operates from two rooms within the Trinity Community Resource Centre, Margate, Kent. Children have access to an enclosed outdoor play area. The pre-school serves families from the local community and surrounding area. It is open each weekday from 9am to 12 noon, with a lunch club from 12 noon to 1pm. The pre-school is open term time only. The management committee also operate an out of school club and holiday play scheme from the centre. The pre-school is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There are currently 31 children aged from two to under five years on roll in the pre-school. The provider is in receipt of funding for nursery education for children aged two, three and four years. Staff support children who have special educational needs and/or disabilities. The provider employs a manager and six members of staff. All staff hold a recognised early years qualification at National Vocational Qualification level 3. The manager and lead practitioner are undertaking an early years degree. The setting receives support from the local authority Setting Improvement Partner.

What the setting needs to do to improve further

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

- help children engage with an environment rich in print where they can learn about words during everyday routines

- promote children's understanding of the local community and enable them to develop positive relationships with different people who help us.

Inspection judgements

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

Staff plan interesting and stimulating activities, which engage and challenge the children both indoors and outside. All staff have high expectations of the children and join in with their play sensitively following the children's ideas. The staff demonstrate a firm understanding of the seven areas of learning. The room is set out to enable the children to move around freely and explore and investigate independently. Staff provide a range of stimulating resources, which are used to extend the children's knowledge and challenge them. Staff regularly rotate resources to provide new and unusual objects to arouse the children's curiosity. They provide an interest table, which introduces the children to natural

resources where they can feel different textures for example; corks and shells. Staff extend this further outside with children feeling the texture of the bark on the tree. There are communication friendly spaces with domes covered in nets and material draped over to form quiet, cosy areas for children to interact and talk with friends and staff. All children are motivated and interested to learn, as they choose materials and equipment, using scissors, glue sticks, sticky tape and pens as they pursue their creative interests.

Staff carry out accurate observations on their key children and use them effectively to plan activities that reflect the children likes and interests. Staff supervise the children well while still allowing them opportunities to take managed risks. Children demonstrate good levels of concentration at activities, for example, completing puzzles and investigating different programmes on the laptop. All children receive good support in their activities. Staff extend children's language development; introducing mathematical terms as they enjoy investigating size and weight in the inside water tray and shapes frozen in ice outside. As a result, all children are making good progress from their starting points.

Staff support children's early literacy skills well. Children identify their name cards on coat pegs and personal trays when they enter the pre-school. However, staff provide less opportunity for children to see written words on labels or signs indoors and outside to help them begin to understand words have meaning. This slightly reduces opportunities for them to develop their early reading skills. Staff encourage the children to socialise through shared experiences, reading books in the 'den' and predicting what will happen next in the story. They also enjoy practising their writing in the office area as well as on a table outside using shaving foam to make shapes and patterns with their fingers. Outside, the children love to watch the cars and people going by, they discuss with adults the noise the ambulance makes and engage in conversations about the shapes they can see around them. However, there are fewer opportunities for children to explore their local area or to meet a diverse range of people who help us. This reduces their awareness of different people in the community.

The key person approach ensures that all parents are engaged in their child's learning. Staff work with parents to complete the initial assessments on the children prior to them starting at the pre-school. Staff use observations to complete progress checks on the children at the age of two and again when they move through to school. Staff use effective strategies to support children to develop their concentration and extend their learning. Comprehensive plans are in place to support children who are not settling well or who have special educational needs. This enables these children to make as much progress in their learning as possible.

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

The staff demonstrate a consistent approach to caring for children. The well-developed key person approach ensures that all children feel safe and secure within the pre-school. The children enjoy showing both staff and friends the photograph of their key person. The staff take time to get to know their key children well and have a secure knowledge of their developmental needs, as well as interests. Staff remind children how to be kind to each

other and think about what they are doing. They demonstrate how to share as well as take turns and are positive role models. The children mirror this behaviour; they look out for each other, sharing their bubble mixture with friends who have run out. The staff encourage the children to try new activities and judge risks for themselves, for example using milk crates as balancing beams to walk along. The children give their friends time to complete activities, walking along the crates and taking turns to go down the slide. The staff are deployed well in the pre-school and use their initiative to move around ensuring that the children are safe at all times.

Staff use snack time to talk to the children about healthy options and the benefits of eating healthy foods. Staff encourage the children to pour their own drinks and choose whether they want water or milk. The children enjoy buttering the malt loaf and cutting up their fruit at snack time. Staff are aware of any allergies the children have and a list is kept in the kitchen for staff to refer to. Lunch times are a social occasion where adults sit with the children and engage them in conversations. Parents provide their children with a packed lunch and staff help the children to place their lunches on the plates provided.

Set routines support children to settle well and develop their self-help and independence. Picture cards and timelines support all children to learn about routines and communicate their needs. Staff make good use of sign language to support children including those with additional needs. All children wash their hands before snack and lunch, and staff take opportunities to talk about germs and how to stay healthy and safe. Children manage their own personal hygiene routines and further develop their independence by putting on and fastening their own coats.

Staff are committed to helping children to settle and explore their environment. They are well-prepared to support children who are moving on to school, with a variety of appropriate resources and activities. Staff are effective in supporting children to talk about their emotions using happy and sad pictures, they also use unplanned events to talk to the children about how their friends might feel if they did not share with them.

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

The management committee understands their responsibility in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. All staff have received child protection training, they hold current paediatric first aid certificates and are fully aware of the procedures to follow to help protect children and keep them safe. Policies and procedures are regularly updated and are implemented consistently by all staff. Robust recruitment processes are in place to ensure staff have the required qualifications and skills to promote children's learning and welfare, this includes checking their suitability to work.

Staff have regular appraisals and team meetings, which allows the management to identify additional training needs and maintain continuous professional development. Staff attend training, passing on information to other members of the team at in-house training

events. Staff are also encouraged to update their qualifications; two members of staff are currently studying for an early years degree.

The management have effective systems in place to monitor all aspects of the setting. They ensure observations, assessments and planning are regularly reviewed; maintaining high quality practice. The manager and lead practitioner carry out regular observations on staff and check the children's learning journeys. This helps to ensure all records are accurate and recorded appropriately and promotes children's learning needs well. The management take into account the views of staff, parents and children to move the pre-school forward. They use self-evaluation to identify strengths and areas for improvement in the pre-school. Clear achievable action plans are in place to address issues and promote effective outcomes for children.

Partnerships with parents are positive and support children's learning and development well. Parents are encouraged to take home resources as part of the Every Child a Talker programme. They attend 'meet, read and eat' sessions where parents and carers are invited in for lunch and encouraged to share reading and messy play activities with their children. Parents receive a good range of information about the nursery and their children's learning. Staff take time to get to know the children before they start at the pre-school. They visit the children at home and complete unique child profiles. The children's key person develops strong relationships with parents and carers and ensures that the settling in period meets the child and family's individual needs. Parents spoken to were extremely satisfied with the information they received from the staff. They enjoyed taking the children's learning journeys home and adding photographs to them.

The pre-school have developed positive partnerships with different agencies to support children who are going through to school as well as those attending other settings. The pre-school special educational needs coordinator has developed close links with other professionals and the children's parents to ensure their individual needs are met. The local authority setting improvement partner has been working closely with the pre-school to support them to maximise outcomes for children and reflect on their practice.

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 action. 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

Unique reference number	EY268128
Local authority	Kent
Inspection number	843541
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	31
Name of provider	Trinity Resource Centre Ltd
Date of previous inspection	17/06/2010
Telephone number	01843 294229

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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, which are usually the childminder's 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.

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