

Trinity Pre School Playgroup

Trinity Methodist Church, Trinity Road, SALE, Cheshire, M33 3ED

Inspection date

07/11/2013

Previous inspection date

12/10/2011

The quality and standards of the early years provision

This inspection:

2

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

- Staff deployment is good and as a result staff spend time interacting with children in order to support and challenge their learning and development.
- The manager understands the value of having strong partnerships with parents and ensures that support is available for parents who may have concerns about their child.
- Staff have a good knowledge of child development and are able to accurately observe and assess children's development, using this knowledge to plan appropriate activities.
- Children are encouraged to develop their critical thinking skills as staff support them to investigate and explore using different media, including corn flour and paint.
- Children are cared for by a kind, caring and attentive staff team. As a result, they are happy and settled in their surroundings.

It is not yet outstanding because

- There is scope to obtain even more detailed information from parents about children's learning and development on entry, in order to further enhance staffs' knowledge of children's starting points and enable them to immediately plan for how they are going to support children's progress.

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 looked at a range of documents including, children's development files, staff files and policies and procedures.
- The inspector observed children both indoors and outdoors.
- The inspector completed a joint observation with the manager.
- The inspector spoke with parents on the day of the inspection.

Inspector

Mary Chekired

Full report

Information about the setting

Trinity Pre-school Playgroup was registered in 2003 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. 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, a small enclosed outdoor area 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 is a manager and five members of staff who work with the children. Four members of staff hold an early years qualification at level 3. In addition, one member of staff holds a Teaching Assistant qualification and there is also one unqualified member of staff.

There are currently 32 children aged from two to four years on roll. The playgroup currently receives early education funding for two- and three-year -olds. The playgroup supports children with special educational needs and/or disabilities and children who speak English as an additional language. The playgroup is a member of the Pre-school Learning Alliance and receives support from Trafford Sure Start.

What the setting needs to do to improve further

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

- enhance how information in relation to children's care and learning is gathered from parents, for example, by developing the 'All about me pack' so that this information can be used from the start of a placement to inform the activities provided and support children's learning.

Inspection judgements

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

Children enthusiastically learn through play as they participate in fun, hands-on learning experiences. Their communication and language skills are effectively promoted as staff engage in their play, continually talking to them. The skilled staff team successfully reinforces language with the children by providing children with a commentary of what they are doing. They extend older children's communication and critical thinking skills by asking them questions. For example, "What will happen if you mix brown and yellow paint together?". Staff pursue effective conversations with children about their interests. For example, staff showed their knowledge of a child's interest in fishing and also their knowledge of his family by encouraging him to recall his visit on a boat. Staff provide children with the opportunities and resources to make marks freely. For example, they

encourage children to write shopping lists as they play in the home area. Children ask members of staff what they would like for lunch and record their answer in their notebooks. Consequently, children are beginning to develop an awareness that marks have meaning. Children are also encouraged to learn to recognise their names and on arrival at the setting find their name cards and post them in the box.

Children have access to a range of resources which interest them and extend their learning in all areas of learning. For example, children use magnifying glasses to look at leaves and conkers close up, developing their awareness of the world around them. Children choose from a range of clothes for dressing-up and take part in creative activities with corn flour and water. Children are provided with a range of books which they can access independently. Staff value children's play and understand that the creative process is more important than the end product. For example, staff support children in exploring paint allowing it to drip onto the paper. Staff effectively deploy themselves in all areas of the hall which means that they are on hand to support and extend children's learning when needed. Children are happily involved in a balance of adult-led and child-initiated activities. Staff encourage children to move resources from one area to another understanding the value of children extending their own learning. Children are engaged in their learning and mix their own corn flour and water, making shapes with their fingers. Staff encourage children to feel the mixture and say what it feels like, stimulating their language development through the introduction of new language including 'firm' and 'soft'.

Staff support children's physical development through providing them with physical activities, both indoors and outdoors, for example, dancing to music and walking across a balancing beam. Children also have access to the local school's field where they can be more physical and photographs show children playing in the leaves on the field. Playing on the school field also enables children to become acquainted with the school premises before they are going to start. Children take turns to set the table for snack and access water independently which develops some skills in preparation for starting school. Younger children are supported with toileting while the older children are encouraged to toilet independently in preparation for starting school. Children with special educational needs and/or disabilities are supported by knowledgeable staff who have completed relevant training. Staff complete accurate individual educational plans in partnership with parents which enables them to identify the support they require in order help them make good progress. Staff also use basic sign language to further support children with speech delays and hearing impairments in order to allow them to make choices and support their language development.

Parents are kept informed of their child's learning through termly meetings and the sharing of children's development files. A communication book is also available to parents where they can record notes for their child's key person to promote continuity. Parents complete an 'All about me' pack when their children first start which enables staff to gain some basic information about each child in their care. Parents are also encouraged to provide some information about their child's stage of development. However, this information is quite basic in parts and lacks detail in order to allow staff to have a really clear knowledge of children on starting so that they can immediately start to use this information to build on what children know and can already do. Ongoing observations and assessments of children are detailed and accurate meaning that children's next steps in

their development are clearly identified. When it is time for children to move to school, staff share information with the child's new school about their current levels of achievement, providing them with clear information on what they can do.

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

Staff offer a good settling-in process offering parents and children the opportunity to visit before they start and encouraging parents to stay with their child until they feel happy that their child is settled. As a result, children are settled and have developed close bonds with their key person and the wider staff team. Staff respond to children's behaviour positively and appropriately. For example, staff recognise that some children have difficulty sharing and taking turns and support them in doing this reinforcing the behavioural expectations. Children's behaviour is good and staff offer regular praise and encouragement, promoting their self-esteem.

Children have a good awareness of safety and staff routinely encourage them to consider safety. For example, when staff ask "Why do you think we can't run around in socks?" children reply, "because the floor will be slippery". External visitors also support their understanding of safety, for example, the lollypop lady has visited the setting to talk about road safety and children have made a zebra crossing and practise crossing the road safely.

Children are encouraged to develop their self-care skills and show an awareness of the importance of healthy practices, such as hand washing. Staff sit with the children at lunch times as they eat their packed lunch and use this opportunity to support children to adopt good table manners and encourage them to eat well. As a result, mealtimes are a sociable occasion where children have the opportunity to talk with their peers and staff in small groups. During mealtimes staff also reinforce the importance of healthy eating. Children have access to fresh air on a daily basis which further supports their well-being.

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

The setting has a clear safeguarding policy and procedure in place which the staff know and understand. Staff are knowledgeable about the signs and symptoms of abuse and the procedure to take if they had a concern about a child which means they are able to appropriately safeguard children. Policies and procedures are in place, included in the induction procedure for new staff and reviewed on a regular basis. Parents have access to all of the policies in the reception area of the setting, meaning that they are fully informed of all aspects of practice, including behaviour management and safeguarding. The setting ensures that all risks are minimised by carrying out regular risk assessments on all of the areas used by children.

The manager carries out annual appraisals with each staff member. They look at achievements throughout the year and identify any training needs. The manager and staff identify and prioritise training needs based on those that will have the biggest impact for children. Everyone is involved in evaluating the setting and have the opportunity to have their views and opinions heard. For example, staff contribute to the self-evaluation

process and the manager draws up a development plan which highlights areas for further development.

The manager has a good knowledge of the learning and development requirements and completes a cohort tracking sheet which means that she can identify groups of children who may need additional support. The manager supports staff with their planning which ensures she has a good overview of the activities provided. Parents are sent regular questionnaires asking for their feedback and also have the opportunity to agree the policies and procedures of the setting as the manager asks them for their feedback. Children are also consulted about what new resources they would like. Newsletters are given to parents every term which means they are kept informed about what is happening in the setting. Parents speak positively about the setting and say that they are 'extremely happy' with the care provided. Parents also appreciate the support that managers and staff give them with their children. Partnership working with outside agencies is also good and the setting receives support from the local authority.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY273657
Local authority	Trafford
Inspection number	941123
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	25
Number of children on roll	32
Name of provider	Susan Lorrain Igoe
Date of previous inspection	12/10/2011
Telephone number	0772 5408211

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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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