

Holy Trinity Playgroup

Holy Trinity Community Centre, London Road, Newcastle, Staffordshire, ST5 1LQ

Inspection date	06/01/2014
Previous inspection date	17/10/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Staff regularly and continuously assess children's needs including when they first start attending the setting. This means that gaps in their learning are quickly identified and addressed.
- The key person arrangements are well organised, so that children form secure bonds and attachments to a familiar person. This enables them to separate happily from their parents in a friendly and welcoming environment.
- There are positive relationships with other providers, ensuring effective information sharing about children's care, learning and development. This helps to make a smooth transition for children when they go to school.
- Children are able to access the outdoor area regularly for physical play and fresh air. This promotes their health and well-being in addition to developing their learning.

It is not yet good because

- Activities lack appropriate levels of challenge and interest for children of different ages and capabilities. Children's learning is not always fully extended or more complex mathematical concepts fully explained.
- Observations of staff practice are not used effectively to improve the quality of teaching, which is variable.
- Expectations and management of children's behaviour are not consistent throughout the setting.

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 observed activities in the playrooms and the outside play area.
- The inspector spoke with staff, children and parents, carried out a joint observation with the manager and held meetings with the manager.
- The inspector looked at children's assessment records, checked evidence of staff suitability and sampled a range of other records and policies.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Carole Price

Full report

Information about the setting

Holy Trinity Playgroup opened in 1970 and is on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. It operates from two rooms on the first floor of the community centre attached to Holy Trinity Church in Newcastle-under-Lyme. The setting is managed by a voluntary management committee made up of parents and members of the local community. It serves the local and surrounding areas. All children share access to an enclosed outdoor play area.

The setting is open each weekday from 9.30am to 3pm during term time only. There are currently 37 children on roll, all of whom are in the early years age group. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are eight members of staff who work with the children. Of these, four hold an appropriate early years qualification equivalent to level 3, one holds level 5, one has level 2 and one holds a degree. The setting receives support from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the planning of challenging and enjoyable learning experiences across the seven areas of learning and development, by taking into account the individual needs, interests and stage of development of each child
- improve staff's knowledge and understanding of the behaviour policy so it is implemented consistently throughout the setting.

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

- use observations of staff practice as part of the monitoring process to help improve the quality of teaching, to help promote the children's interests
- utilise opportunities to extend children's learning, for example, by staff asking more open-ended questions
- ensure staff fully explain and support children's mathematical understanding when looking at different shapes.

Inspection judgements

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

Staff provide reasonably effective support to promote children's learning and development. They are friendly with the children, and as a result, make them feel welcome. Although staff practice is variable, all staff provide effective teaching to support children's independence, and as a result, children are confident in the environment and attempt to do things for themselves. For example, they choose what they play with and are encouraged to hang up their coat when they arrive and find their name. Children are seen to be working within the typical range of development expected for their age and are generally prepared for their next stage of learning or school. There are a suitable range of activities across the seven areas of learning to provide variety. The information gathered through observations and assessments of children's progress is well organised and easy to follow. However, although the next steps of learning are appropriately identified, these are not used consistently to plan activities to extend children's learning. On occasion, activities are mundane and lack a good level of challenge. Staff have a suitable understanding of the requirements of the progress check at age two, to ensure that other professionals have the necessary information to arrange appropriate support if required. There are systems in place to monitor and track assessments of children's progress. As a result, children with special educational needs and/or disabilities are supported well with appropriate intervention, to help ensure they reach their expected levels of development.

Children enjoy using their imagination and spend long periods of time in the role play area. They pretend they are cooking food using different equipment and involve adults in their play. They demonstrate their effective communication skills, for example, during role play they explain what food they are cooking and when it is nearly ready. Teaching is reasonably effective as some staff talk to the children to extend their discussions and ask questions to prompt their thinking. However, on occasion, other staff acknowledge what children say and ask some questions, but do not extend their conversations fully. Children participate in daily sessions where they practise a specific letter sound and then identify objects which begin with the same sound. Teaching is effectively supported, particularly for children who speak English as an additional language, as staff sit with them during group times to encourage and support their participation.

Children are beginning to learn about counting and number recognition. When children practise counting backwards, staff turn this into a fun game that children enjoy playing, and as a result, they want to play this again. However, teaching is not effective when children are learning more complex mathematical concepts and are asked to identify names of two and three dimensional shapes, as this is not correctly explained or supported. Staff gather useful information from parents and carers about their child's stage of development in the key areas of learning, as the child starts. They also encourage parents' ongoing contributions through asking them to share any achievements. Parents are encouraged to support their children's learning and development at home each week by completing an activity from their child's homework book. Parents and carers speak positively about the setting and the staff. They comment on how much their children enjoy attending and the progress that they have made. They mention about how the

setting shares information through regular newsletters and also by using the noticeboards. They are able to give specific examples of aspects of learning that they have seen improve as a result of attending the setting.

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

Children's personal, social and emotional development is supported well in this friendly and welcoming environment because practitioners promote their self-confidence and self-awareness from the start. Staff, on the whole, offer positive praise and recognition for children's efforts and achievements. They are attentive to the children as they listen to their requests and are fully aware of their individual needs, supporting secure emotional attachments. An effective key person system makes sure that strong relationships are formed between staff, children and their families to promote an effective level of well-being. Staff gather relevant information from parents about their child's likes and dislikes. This, together with settling-in sessions, helps children to make a smooth transition between home and the pre-school.

Children enjoy their time at the pre-school and demonstrate that they feel safe and are happy to be there, as they confidently say 'goodbye' to their parents and grandparents. Play spaces are organised well and resources are stored at age-appropriate heights. Staff generally support children to play and learn together and develop control over their actions. As a result, most children behave appropriately for their age. However, there are occasional lapses when some staff do not remind children of, or make their expectations of behaviour clear. This is because some staff do not implement the setting's behaviour policy consistently. This is also a breach of the Childcare Register requirements.

Children are learning about safety and self-care through regular routines. They learn to keep safe as procedures are used, such as lining up and walking sensibly when using the stairs and the lift. Therefore, children are developing an understanding of how to assess risk. Children are learning about self-care and personal hygiene, such as washing their hands after going to the toilet and before mealtimes. Staff supervise children appropriately when using the bathrooms and they encourage children to be independent while also supporting and reminding them about what they need to do. Staff promote children's understanding of healthy food choices through discussions. Children's independence is promoted as they pour their own drinks at mealtimes. Frequent opportunities are provided for children to enjoy daily fresh air and take part in a range of activities to promote their physical development. For example, children have space to run around and access a range of surfaces including a grassed area to promote their large muscle development. Here, children learn to take sensible risks as they negotiate obstacles and each other when riding the bikes and wheeled toys. Teachers from local schools are invited into the setting and information is shared regarding children's learning and progress. Children are invited to special events, such as viewing the baby chicks after they had hatched. This helps children to know what to expect and emotionally prepares them for their move into school.

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

Arrangements for safeguarding children within the setting are effective. There is a thorough recruitment procedure in place. Appropriate checks on adults are carried out to safeguard children, and their welfare is monitored closely. All staff have a clear understanding of what they should do if they have any concerns about a child. Safeguarding policies and procedures include the procedure to be followed in the event of an allegation being made against a member of staff. In addition, they include the use of mobile phones and cameras to protect children from their misuse. The inspection took place following notification by the provider relating to safeguarding. Staff are fully aware of their responsibilities and take all the necessary steps for appropriate action, for example, by informing parents, Ofsted and the relevant authorities if they need to. Daily risk assessments are conducted on areas used by children and reasonable steps are taken to minimise hazards, to help keep children safe and well. The setting has also addressed previous actions and recommendations to help promote children's welfare and safety. Although the setting has policies and procedures in place, some of these, such as the behaviour policy, are not understood or implemented by all staff.

The management team demonstrate an understanding of meeting the learning and development requirements. The manager monitors staff practice and knows what needs to be done to improve it, although this has not been acted on quickly enough. She observes staff and gives feedback verbally on what they need to do to improve their practice. She also spends time in the rooms supporting staff through modelling of activities as necessary. Arrangements for staff appraisals are in place and all staff have access to regular training. This helps to enhance practice as the setting is now focused on improving the quality of teaching. Staff are also encouraged to improve their qualification levels wherever possible, to support children's learning and development.

The setting has used the self-evaluation process to identify strengths and areas for improvement. The management team are focused on improving the setting by implementing changes as necessary. Partnerships with parents are effective. Parents spoken to on the day of the inspection talk positively about the pre-school and feel that staff keep them well informed about their children and activities they enjoy. The pre-school also has established links with other professionals, such as the speech and language team, to meet children's needs. Consequently, children receive continuity of care and learning as staff share mutual support and ideas.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure the registered person manages children's behaviour in a suitable manner (compulsory part of the Childcare Register).
- ensure the registered person manages children's behaviour in a suitable manner (voluntary part of the Childcare Register).

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	218163
Local authority	Staffordshire
Inspection number	949539
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	20
Number of children on roll	37
Name of provider	Holy Trinity Playgroup Committee
Date of previous inspection	17/10/2011
Telephone number	01782 616367

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: 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.

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.

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.

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
W: www.ofsted.gov.uk

© Crown copyright 2012

