

# Trinity Play Centre (Sutton Coldfield) Limited

Trinity Play Group, Duke Street, SUTTON COLDFIELD, West Midlands, B72 1RJ

|                          |            |
|--------------------------|------------|
| <b>Inspection date</b>   | 04/03/2014 |
| Previous inspection date | 23/05/2011 |

| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | <b>3</b> |
|--|-------------------------|----------|
|  | Previous inspection:    | 3        |
| 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

- All parents are warmly welcomed and staff make the time to talk to parents daily to share information. Consequently, parents are happy with the service provided.
- Children are making steady progress in all areas of their development because staff use a satisfactory range of teaching techniques to support all children.
- There is clear focus on supporting the children's personal, social and emotional development and keeping children safe. This means that children are happy, confident and safely use the environment.

### It is not yet good because

- Information is not routinely gathered from parents when their children join the nursery. As a result, staff are unable to plan effectively for children's next steps in learning.
- Staff do not consistently observe, assess and plan for children's needs. Consequently, children's individual learning needs are not always met.
- Children's independence skills are not always promoted through routine activities, such as mealtimes.
- The manager has not established an effective method for self-evaluation. As a result, there are no challenging targets or priorities for improvement to benefit children.

## 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 both indoors and outdoors.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the manager of the nursery and spoke to staff throughout the inspection.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked the suitability and qualifications of staff working with children.
- The inspector spoke to parents, staff and children present on the day of the inspection.

## Inspector

Trisha Turney

## Full report

### Information about the setting

Trinity Play Centre (Sutton Coldfield) Limited is a committee based nursery registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting that registered in 2010 and operates from a hall, two playrooms and a reception area in a former school building. The nursery is able to support children with special educational needs and/or disabilities and also children who speak English as an additional language. All children share access to a secure enclosed outdoor play area. A maximum of 50 children may attend the full daycare facility at any one time. Operational hours are Monday to Friday from 7.45am until 6pm for 50 weeks of the year, with the exception of Bank Holidays. A service is available for children up to the age of 11 years during school holidays. There are currently 41 children on roll in the early years group. The nursery provides funded early education for three- and four-year-olds. There are eight staff who work with the children, all of whom hold appropriate early years qualifications. The nursery employs two members of staff who are responsible for cooking and cleaning duties. 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:

- develop the educational programme by ensuring that all staff use observation and assessment of children's achievements to plan for individual children's next steps in learning
- establish what children can already do when they first start at the nursery by discussing starting points with parents in order to ensure learning is always built on from a clear knowledge of all children's abilities.

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

- review the processes for self-evaluation in order to identify and tackle weaknesses in the provision and to bring about rapid and continuous improvement
- help children to develop their independence through all routine activities, for example, at mealtimes by creating opportunities for them to serve themselves and to pour their own drinks.

## Inspection judgements

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

All staff have a good understanding of the Early Years Foundation Stage and how to promote the learning and development of young children through play. They provide a wide range of resources for children to discover and explore. For instance, children use a variety of materials and glue to make pictures. Children develop mathematical skills as they count objects during play and through routines, for example, as they count how many children are going to the bathroom. Children play imaginatively with small world toys, such as the farm animals, and staff extend their language skills as they encourage younger children to imitate animal sounds. Children demonstrate their awareness of technology as they play with robotic bees, excitedly pressing buttons to make the bees change direction.

Partnerships between staff and parents are generally good. Staff complete communication books for younger children informing parents of the activities their child has taken part in, to support their learning at home. Parents are provided with opportunities to view their children's learning records during the year. However, staff do not routinely discuss children's starting points or developmental progress when a child starts nursery. As a result, staff are not able to ensure that activities are tailored to build on what each child knows and can do. Staff observe children at play and record their achievements through written records and photographs. However, there is no method to track children to be sure they are making the progress they should. Consequently, the educational programmes lack depth or breadth and do not target children's individual next stage in their learning. This means that children's good progress is not assured. Nonetheless, children enjoy the activities and their good relationship with staff supports them to be enthusiastic learners and benefits their future learning.

Children generally enjoy their time at nursery and become involved in free play experiences. They enjoy making use of the dressing-up clothes to become a range of princesses or super heroes. Sand play provides children with opportunities to explore weight and measurement and staff support this area of learning well. Some experiences and activities enable children to develop skills which prepare them for their next stages of learning. For example, they have appropriate access to drawing and writing equipment, enabling them to practise handwriting skills. Children learn to listen and pay attention through stories and song time, whereby they take turns to speak and become involved in discussions. Children's physical development is supported well. All children benefit from the outdoor area, which is well resourced for children to become active and creative learners. For example, children are encouraged to help plant and look after emerging bulbs and are supported well to use the physical play equipment.

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

Children happily enter the nursery, which is organised and inviting. Each child has a member of staff identified as a key person to help them settle-in and to build a

relationship with their parents. The effective key person approach within the nursery enables children and their families to build positive relationships with key staff quickly. Parents comment that the nursery is 'inviting and friendly' and that their children are 'really happy'. Children demonstrate close relationships with caring staff and confidently interact with visitors, which show they feel safe, emotionally secure and self-assured. They are given plenty of time and freedom to become deeply involved in activities they are enjoying. Children receive praise from staff for achievements and positive behaviour, which promotes their self-esteem and confidence. As a result, they behave well and their personal, social and emotional skills develop steadily as staff effectively support them to relate well with each other. The welcoming environment and the opportunities to explore their surroundings contribute well to children's sense of enjoyment in the nursery. This is reflected in children's good behaviour and the way in which they play with others. They are confident as they interact with adults and are at ease when engaged in speaking and listening activities.

Children enjoy freshly prepared, healthy meals and snacks and have drinking water available throughout the day. However, staff do not always encourage older children to develop independence skills. For example, by selecting their own snacks or pouring their own drinks. As a result, children have limited opportunities to develop independence and to practise future life skills. Snack and mealtimes promote children's personal, social and emotional development and communication and language as staff sit with them and encourage them to talk to each other about different foods they like to eat. Children play outside daily and learn about the effects of exercise on their bodies as they run around in the available space. Younger children are gently supported by staff as they tentatively move back and forth on a rocking toy. Older children are able to experiment as they climb and jump from outdoor equipment. This means that children are learning about their own safety and how to manage risks suitably. Staff take children on trips to walk in the surrounding area or visit the local library.

Children's behaviour is good and the staff are appropriate role models. Therefore, children begin to show that they understand the boundaries and safety rules when given reminders, such as why they should wear shoes. Quiet times and sleep periods allow children to rest during the day.

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

The manager and staff understand and fulfil their responsibilities in meeting the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. Staff demonstrate they thoroughly know and understand the policies and procedures. All staff have a good understanding of how to respond to a safeguarding concern or allegation being made against a member of staff. Therefore, children are fully protected while in their care. There is good evidence of effective vetting and recruitment procedures that help ensure all persons employed are suitable to work with children. Visitors are required to sign the visitors' book, which further safeguards children. The records of attendance show that staff to child ratios are maintained consistently and contingency arrangements are in place to cover staff absences. Safer recruitment

procedures ensure that all staff hold appropriate childcare qualifications for their role to work with children.

The manager is aware of her responsibilities in improving the quality of practice. However, there is limited self-evaluation of the provision and the manager does not have an effective method to target specific areas of weakness. Consequently, the manager is unable to drive forward improvements for the benefit of all children. Staff observations and feedback from parent questionnaires are used to monitor quality of practice. As a result, the quality of teaching and learning is adequate. However, the monitoring of the educational programmes and assessments of children's learning and development is not consistently thorough enough to ensure that children's next steps in learning are identified. Consequently, children make satisfactory rather than consistently good progress. The staff team oversee children's moves between nursery and school. Staff prepare transition paperwork to share children's progress information with teachers. This ensures children's individual learning needs are fully understood and supports smooth transitions. Procedures to monitor and evaluate children's learning and development support the early identification of learning support needs. This enables staff to seek additional help for children quickly. Staff liaise well with parents and other professionals involved with the children and ensure that the partnerships are fully embedded.

The manager holds supervision sessions with staff to discuss their roles and where improvement can be made. Regular staff meetings are held to review practice and staff are encouraged to put forward any ideas for improvements. Staff are valued and happy in their roles and the low turnover of staff means children's attachments are sustained. Staff are proactive in maintaining good quality relationships with parents, carers and other professionals. Feedback from parents highlights that they value the service. They comment that staff 'take time to talk to you about your child' and state 'we're really happy with the quality of care provided'.

### **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 | 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

|                                    |  |
|------------------------------------|--|
| <b>Unique reference number</b>     | EY422534                                       |
| <b>Local authority</b>             | Birmingham                                     |
| <b>Inspection number</b>           | 875735   |
| <b>Type of provision</b>           |  |
| <b>Registration category</b>       | Childcare - Non-Domestic                       |
| <b>Age range of children</b>       | 0 - 17   |
| <b>Total number of places</b>      | 50   |
| <b>Number of children on roll</b>  | 41   |
| <b>Name of provider</b>            | Trinity Play Centre (Sutton Coldfield) Limited |
| <b>Date of previous inspection</b> | 23/05/2011                                     |
| <b>Telephone number</b>            | 01213549725                                    |

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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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