

Trinity Early Learners

Trinity Methodist Church, Royland Road, LOUGHBOROUGH, Leicestershire, LE11 2EH

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| Inspection date | 29/04/2014 |
| Previous inspection date | 01/12/2011 |

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| 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

- Children learn well in an enabling, well-resourced environment that fully promotes their independence and creativity.
- The key person system is effective and enables children to form strong bonds and develop a strong sense of belonging.
- Children make good progress, their development is well-monitored and their next steps in learning accurately identified and well planned for.
- The partnership with parents is effectively managed as staff are skilled in sharing relevant information with them regarding their child's development, ensuring that children's needs are met.

It is not yet outstanding because

- There is scope to improve the outdoor area and children's understanding of the world by providing further opportunities for them to show care and concern for living things and the environment, for instance, by growing plants in the recently refurbished outdoor area.

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 playroom and outside area.
- The inspector spoke with the managers, staff and children at appropriate times throughout the inspection.
- The inspector looked at a selection of policies, planning documents, children's records and their learning journals.
- The inspector took account of views of the parents spoken to on the day and written information in questionnaires and in children's learning journal records.

Inspector

Cathryn Wilkinson

Full report

Information about the setting

Trinity Early Learners playgroup was originally registered in 1975. It operates from shared rooms within Trinity Methodist Church in the centre of Loughborough and serves the local community. From the main playroom there is direct access to an outdoor area. The playgroup opens Monday to Friday during school term time. Sessions are from 9.15am until 12.15pm and on Tuesdays and Fridays until 3.50pm. Children attend for a variety of sessions including an option of a lunch club. The playgroup is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There are currently 41 children aged from two years to four years on roll. The playgroup receives funding for the provision of free early education for children aged two-, three- and four years. The playgroup currently supports children with special educational needs and/or disabilities. The playgroup employs six members of childcare staff, all of whom hold appropriate 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:

- enhance children's learning and experiences outdoors, for example, by introducing an area for them to dig and plant in.

Inspection judgements

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

Staff at Trinity Early Learners have a good understanding of the learning and development requirements of the Early Years Foundation Stage and plan a very balanced educational programme linked to children's interests and their development. Up-to-date information on current interests is regularly sought from the children through talking to them and to their families and observing them at play. This contributes to successfully planned activities. Staff know all the children very well and provide toys and resources that they enjoy but are also suitably challenging. For example, a long plank of wood is added to a balancing activity the children are involved in. They practise walking carefully on it with some support until they are confident to proudly walk independently across it. Children make good progress, in relation to their starting points and capabilities, the length of time they have been at the playgroup and how often they attend. Useful information is gathered about children's care and learning from parents before they start at the playgroup. Staff carry out initial assessments of children on entry to enable them to set children's next steps in learning. Observations and photographs of the children during their first week are shared and valued by parents then stored in their learning journals. The playgroup implements the progress check at age two successfully and all related documentation is in place. As a result of the effective assessment and recording of children's progress, parents receive a clear picture of where their children are in their learning. Tracking systems in-

line with the early learning goals, recommended by the local authority, ensure gaps in learning are quickly identified and planned for. The children are extremely proud of their learning journals and can access them independently, sharing them with others. The photographs in the journals show children's individual learning and development, but also exemplifies the wide range of activities the children are engaged in. Parents read and comment on summaries of progress and endeavour to work together on children's next steps in learning for the best outcomes of the children.

Children's communication and language and development is promoted well throughout the playgroup. Staff play games with the children that have been recommended in training sessions, which further promote children's language skills. They set up cosy, attractive areas as places to talk and read books together. Staff continually speak directly to children and skilfully question them to encourage their thinking and problem-solving skills. For example, they ask 'How many ducks are swimming in the water? What numbers can you see on the ducks?' when they play in the water tray. Throughout the year the children undertake activities to help them understand the diverse world in which they live in. For example, they bake and decorate cakes to sell and raise money to help towards children who are less fortunate than themselves. Children are well prepared for school life as they organise themselves in activities, such as snack time, and listen well in larger group situations, for example, when a story is read by a member of staff before they have their lunch or go home at the end of a session.

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

Children play in warm, welcoming surroundings, which are well organised to promote learning. They move freely from activity to activity, independently choosing resources, which are easily accessible to them both inside and outside. A key person system is effective with strong attachments forming between staff, children and their families and promoting good levels of well-being. Having said that, all practitioners know all the children very well. Children are proud of their achievements and staff recognise their efforts by continually praising them. For example, children balance successfully across outdoor equipment and staff smile saying, 'Wow, you are good at balancing, well done.' Children are very well behaved and respond to encouragement from staff to share and take turns playing with resources and in activities, such as sliding down the slide and pedalling bikes. They are aware of the rules and say, 'We run outside and walk inside. We use a little voice inside. We share the toys.' They show familiarity with routines, taking responsibility as they tidy away resources enthusiastically, such as after visiting the snack bar and when it is time to go home.

Children are given good opportunities to develop their independence and recognise their own needs ready for starting school. For example, they are encouraged to put on their coats when needed as they prepare to play outdoors and to put on their own aprons ready for water play. They are given opportunities to recognise their name, for example, on name cards when they start their session and they can locate their learning journal on the shelf by recognising their name on their file. Transition arrangements are in place with a number of local schools that this town centre setting work with. Teachers visit the children at the playgroup in the summer term and staff are often invited to take the children to

spend time in the school of their choosing. Excellent transition arrangements are in place for those children who have special educational needs and/or disabilities and benefit from a series of sessions to settle them into their school. Good relationships with people, other than parents who collect children from the playgroup, ensure all parties work together to meet the children's ongoing needs. Children spend time in the fresh air through daily outdoor play. There is access from the playroom to a recently refurbished outdoor area, which now provides a large area of spongy surface for the children to play safely on. A large mature tree provides a canopy over the area, protecting the children from sun in the summer. The children observe the seasonal changes of the tree and enjoy autumn when the leaves change colour, fall from the branches, giving them an opportunities to play with them. Children have a host of opportunities outdoors to make independent choices of resources, such as, sand and water play, climbing and balancing, and making marks with chalks on small boards or on the floor. Others help the staff to make dens and challenges are set to balance on narrow planks. However, currently, opportunities are missed to further develop children's sensory experiences and their understanding of the world while outdoors, for example, by providing opportunities for children to dig and grow their own plants. Children are provided with a safe environment in which to play and gain an understanding of how to keep themselves safe through routine procedures, such as, fire drills and how to walk safely down a small step leading to the outside play area.

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

Leadership and management are good because there is a strong commitment to providing a high quality provision for all children. All staff convey a genuine enthusiasm and passion for their work, this is evident in their daily interventions with the children. They value the work of the committee to support all aspects of the playgroup. They have a good understanding of local safeguarding procedures and know how to identify and report concerns that they may have about children in their care. Parents are advised of the setting's safeguarding policy and understand how to make complaints. Information needed to support children's welfare is sought at the time of registration. This includes medical history, allergies and known health needs as well as likes and dislikes. Appropriate training is attended by staff to support children's individual needs with opportunities to network with other practitioners and teachers ensuring they are kept up-to-date with current Early Years Foundation Stage practice. Effective recruitment procedures are in place which means that only those suitable to work with children are appointed. Staff are competently monitored and supported by the management and a system of appraisals is established ensuring staff feel valued and supported. Evaluation of practice is embedded ensuring that areas for improvement are realistic and will enhance children's experiences at playgroup. The recently refurbished outdoor area is such an example and is still ongoing as staff consider how to continue to improve the outdoor learning environment they provide for the children. Parent's views are taken into account through questionnaires they complete.

Parents are warmly approached by staff on arrival and at collection time, where a good exchange of information takes place about the children's day. Parents appreciate the different methods of communication offered by Trinity Early Learners, including written progress reports and verbal feedback. They learn about playgroup activities through

newsletters and contribute to these by bringing in items from home, such as boxes for children to make models with. Some parents join a social network site and see photographs of the children learning at play. Termly scrapbooks are composed of a wealth of photographs showing the extensive activities and learning the children are engaged in. A board is prominently positioned in the entrance hall with daily up-to-date information displayed. All of this ensures that parents are fully informed to support their children for the best outcomes. Parents comment positively about the 'warm welcome.' They know their children are learning and developing as they look at their children's learning journals and read observations of their children often enhanced with photographs of them at play. A range of policies and procedures to support the effective running of the setting are also shared with parents. They are encouraged to be actively involved with their children's learning at home. Parents are invited to spend time in the playgroup and enjoy reading stories to the children when they celebrate World Book Day. Partnership working with other professionals is effective and supports children who need additional input to make good progress in their learning and development.

The Childcare Register

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| 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 |
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| 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

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| Unique reference number | 226313 |
| Local authority | Leicestershire |
| Inspection number | 871385 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 26 |
| Number of children on roll | 41 |
| Name of provider | Trinity Early Learners Committee |
| Date of previous inspection | 01/12/2011 |
| Telephone number | 01509 261271 |

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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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