

Trinity Methodist Playgroup

Trinity Methodist Church, Hallam Crescent East, LEICESTER, Leicestershire, LE3 1FH

Inspection date	03/07/2014
Previous inspection date	26/02/2014

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
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 make observations of children during their play. They plan activities that are linked to their interests and that children enjoy. As a result, children make steady progress in their development.
- Staff build close attachments with the children. As a result, children's sense of belonging and confidence are well fostered.
- Staff use appropriate strategies to engage parents so they are informed and involved in their children's care and learning.
- Staff demonstrate a suitable understanding of how to safeguard children. This means they are clear about how to respond should they be concerned about the welfare of a child in their care.

It is not yet good because

- Children's self-chosen play is interrupted by routine activities that are not planned around their needs. As a result, children lose focus and motivation and their learning and well-being are not fully supported.
- Monitoring is not sufficiently rigorous enough to fully assess staff performance. Consequently, the effectiveness of teaching and learning are not sufficiently considered.
- Procedures to monitor the educational programmes are not fully developed. As a result, the deployment of staff is not always effective and opportunities are sometimes missed to extend children's learning.

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 held a meeting with the manager and spoke at appropriate times to staff and children throughout the inspection.
- The inspector observed children's activities in the indoor and the outside learning environment.
- The inspector looked at children's assessment records and planning documentation and a range of other records, policies and procedures.
- The inspector checked evidence of suitability and qualifications of staff working with children, and the provider's self-evaluation and action plans.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Linda Newcombe

Full report

Information about the setting

Trinity Methodist Playgroup opened in 1994 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is run by a committee and operates from a large hall within the Trinity Methodist Church, in Braunstone, Leicester. The playgroup serves the local area and is accessible to all children. There is an enclosed outdoor play area. The playgroup opens Monday to Friday, during term time, from 9.15am until 12.15pm. The playgroup also operates a summer play scheme which runs during the summer holidays for two weeks. There are currently 31 children on roll in the early years age range. The playgroup supports children who speak English as an additional language and provides funded early education for three- and four-year-olds. The playgroup employs six members of childcare staff. All of whom hold an appropriate early years qualification at level 2 or above and the manager is qualified to level 6. The setting is a member of the Pre-School Learning Alliance.

What the setting needs to do to improve further

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

- ensure the routines of the playgroup are effectively planned to support the needs of all children so that their emotional well-being and learning experiences are continually supported throughout the session
- develop the supervision of staff to ensure that they are provided with support and training where necessary to ensure the quality of teaching and learning is consistent across all staff so that all children receive appropriate support across all areas of their learning to maximise their progress.

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

- develop procedures for monitoring the educational programme to ensure all children are supported to make good progress and deployment of staff actively enhances children's learning.

Inspection judgements

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

Staff have an appropriate knowledge and understanding of how children learn through their play and plan activities that capture children's interests. As a result, children generally make steady progress in their learning and are supported by staff who know them well. When children start, staff gather information from parents about children's

interests and about what they can already do. This information is combined with initial observations of the children and used to identify their starting points. Ongoing observations of children are used to inform assessments of their learning. For example, children's individual next steps are identified and these are shared with parents in order to support their continued learning at home. Consequently, parents are kept informed and involved in their child's learning. Staff generally support children and ask appropriate questions during activities. However, there are inconsistencies in the quality of teaching, and this means that not all children receive the same quality learning experiences. For example, some staff do not always interact effectively with children during their play to extend and challenge children's thinking. As a result, children are not fully engaged in their learning and their progress is not optimised.

Staff are aware of the need to track children's progress in order to identify any additional support that might be needed. They discuss with parents on a daily basis the activities that children have taken part in. Children who speak English as an additional language are appropriately supported as staff work closely with parents to gain key words in their home language. As a result, their sense of belonging is supported and they make appropriate progress in readiness for starting school. Children are able to make some choices in their play, which supports their growing creativity. They are beginning to make connections as they use their imagination to play games and make up their own stories. For example, children are enabled to develop their ideas to make a pretend laser sword as staff supply them with the appropriate resources and support to make them.

Children are becoming confident and capable learners as most staff build on children's communication skills during activities to introduce new words to extend their vocabulary. For example, when playing with cornflour and water, children are introduced to new words, such as 'soggy' and 'dripping' to describe the texture. Consequently, children's language and communication skills are appropriately supported and children develop the skills to support their future learning. In the outside environment children help to plant and grow fruit and vegetables. This supports their understanding of life cycles and where food comes from. Children gain an understanding of numbers and quantity through interesting activities. For example, they use fishing rods to catch magnetic floating numbers and count how many they have. As a result, they are beginning to acquire the skills and concepts of early mathematics.

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

Children and their families are welcomed into the playgroup and staff have built up warm relationships with children and their parents. Appropriate settling-in procedures help ensure that children are supported to become familiar with the environment and staff before they start. Consequently, children separate from their parents and are happy to explore the learning environment independently. In addition, children form secure attachments with their key person and demonstrate a sense of belonging. As a result, their emotional well-being is promoted. Toys and resources are arranged to enable children to make some choices about their play and support them in developing their own ideas. Since their last inspection, the staff have improved the learning environment. For example, they have de-cluttered the role-play area and created a cosy area where children

can sit, relax and chat with their friends. Consequently, children's personal, social and emotional needs are sufficiently supported.

Children take part in several routine activities, such as, snack time, circle time and tidy time. However, these routines often interrupt children's engagement in their self-chosen activities. As a result, children lose focus and motivation, as the routines are not always tailored to meet their needs. Staff support children to behave appropriately as they have established clear rules and boundaries, which are shared with the children. Consequently, children are sociable and behave well for the majority of time. They develop new friendships and learn to take turns and to appreciate the needs of others. This demonstrates that children are developing a sense of responsibility and the skills needed in preparation for their move to school. Children's independence and self-care skills are promoted as they learn to use the toilet independently and wash their own hands.

Children learn to make healthy choices about their food, as they are offered fruit at snack time and discuss the benefits of a healthy diet. Consequently, children develop a growing awareness of the importance of healthy eating. Staff support children's physical skills and access to fresh air. As children enjoy being able to freely access the outside provision, this offers them choice over where they choose to play. Children develop their climbing and balancing skills as they use the slide and other large equipment, which enhances their physical development. As a result, children learn to take acceptable risks in their play. Staff support children's safety through effective use of risk assessment and adequate levels of supervision.

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

The management team has sufficient understanding of their role and responsibility in meeting the learning and development requirements of the Early Years Foundation Stage. Since the last inspection, when the playgroup received actions to improve, and subsequent monitoring visit, the manager has worked closely with the local authority to improve practice and outcomes for children. As a result, an action plan has been created. This highlights areas of practice and provision which need to be developed. Self-evaluation is also used to support continuous improvement. However, monitoring of staff performance is still in its early stages and is not yet been fully embedded into practice. In addition, the effective monitoring of the educational programme is not robust. Consequently, the quality of teaching is inconsistent and the deployment of staff is not always effective in providing children with good levels of support to maximise their learning.

The staff team hold appropriate early years qualifications, and they provide a welcoming environment for children. Since their last inspection, several staff, including the manager have accessed appropriate safeguarding training. As a result, all staff have sufficient knowledge of the safeguarding and welfare requirements and children's safety is adequately promoted. For example, staff are aware of the procedure to follow in the event of them having a concern about a child or if an allegation is made against a member of staff. The manager ensures the ongoing suitability of staff by carrying out regular checks. This includes procedures to ensure that anyone whose checks are not complete is not left

unsupervised with children. In addition, risk assessments minimise possible hazards and ensure staff maintain a safe environment for children. A range of written policies and procedures are in place, these are shared with parents and implemented effectively to support children's safety and welfare. Staff have also attended training on supporting the characteristics of effective learning. As a result, staff are more aware of the different ways in which children learn and are starting to reflect this in their planning of activities.

Partnerships with the parents are good. All required details and consents are taken at registration and parents are encouraged to provide some information about their children's likes and interests before they start. Staff talk with parents daily, exchanging information with them, when they drop off and collect their children. As a result, parents are kept informed about their child's day and care routines. Parents are aware of who their child's key person is as this information is displayed for them to view. Parents spoken to during the inspection, provided positive feedback about the playgroup and the confidence they have in the staff. They comment, that staff are very supportive especially when their children needed extra support, such as toilet training. The playgroup receives support from local authority advisers and children's centre teachers. Relationships with other professionals, such as speech and language therapists, are established so that children's specific needs are supported, and they are helped them to make the best possible progress.

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

Unique reference number	226920
Local authority	Leicester City
Inspection number	965283
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	31
Name of provider	Trinity Methodist Playgroup Committee
Date of previous inspection	26/02/2014
Telephone number	0116 2892182 0116 2332967

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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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