

Trinity Childcare

Trinity Centre, Church Street, Ossett, W.Yorks, WF5 9DW

Inspection date

30/09/2014

Previous inspection date

07/10/2009

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 have good opportunities to play in the fresh air and engage in physical activity. This effectively promotes their physical development and helps children to adopt healthy and active lifestyles.
- The children are happy. They have good opportunities to share their ideas and views about the activities they like and enjoy. Therefore, planning reflects their interests and this motivates and engages children to learn.
- Practitioners have good relationships with parents and other settings children attend. They regularly share information about children's needs and this provides continuity in their care and learning.
- Practitioners are vigilant and supervise children well at the setting and on outings and this keeps children safe. They fully understand the procedures for reporting concerns and this safeguards children.
- The management team and practitioners work well together to improve the service for children.

It is not yet outstanding because

- Practitioners do not always support children to develop high levels of self-control and cooperation during activities, and this causes upset for some children.
- Practitioners' organisation of resources that enable children to rest and relax after their busy day, do not always support children to manage their own personal health needs.

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 at the park and in the main hall.
- The inspector spoke with the manager, other practitioners and nominated person from the committee at appropriate times throughout the inspection.
- The inspector looked at a selection of children's records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of practitioners working with children, registered individuals associated with the organisation and she discussed the provider's self-evaluation and improvement plans.
- The inspector took account of the views of children, parents and carers spoken to on the day of inspection and from information in parental questionnaires.

Inspector

Helen Blackburn

Full report

Information about the setting

Trinity Childcare-Alpha and Omega After School Club was registered in 2004 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is managed by Trinity Childcare Committee and it is situated in Ossett, Wakefield. It operates from the Trinity Centre, in the grounds of Trinity Church, Ossett. There are two enclosed outdoor play areas. The setting opens Monday to Friday from 7.30am to 9am and from 3.20pm to 6pm, term time only. They also open Monday to Friday, from 8am to 6pm, during the school holidays. During term time, they serve the local schools and the local and wider area during the school holidays. There are currently 43 children attending, of whom, six are in the early years age group. Children attend a variety of sessions. The setting employs seven childcare practitioners. Of these, four either hold early years or play work qualifications.

What the setting needs to do to improve further

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

- help children to understand how their behaviour sometimes affects other children's enjoyment and learning experiences by reinforcing the importance of playing cooperatively so that all children develop high levels of self-control during activities
- make better use of resources, such as soft furnishings, cushions and mats to provide a relaxing and comfortable area for children to relax and rest after their school day or outings, so that they have excellent opportunities to independently manage their own personal health needs

Inspection judgements

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

Practitioners have a good understanding of how children learn and they promote this through fun play opportunities. They adopt good teaching practices to ensure they help children to build on the skills they are acquiring in school. They are actively involved in children's play and they ask a good range of open-ended questions to support children in being active and motivated learners. Children have access to a good range of resources that promote their learning across all areas of learning. This complements the activities children experience in school. Children enjoy drawing and colouring activities and through a variety of games and puzzles, they use number and solve simple problems. This enables children to develop their literacy and mathematical skills. Children are confident speakers and they engage easily in conversations. For example, they eagerly tell the inspector about their day in school and the activities they enjoy playing with at the setting, such as den building. Practitioners ensure they have regularly conversations with the teachers who

work with the children in school. They share and exchange their observations about children's progress. This ensures practitioners are able to plan and provide activities to meet children's individual needs. This effectively promotes continuity in children's learning.

Practitioners ensure children are actively involved in the planning of activities. They hold regularly meetings with children to discuss the activities they want to do. This ensures that planning reflects children's views, ideas, likes and interests. This motivates and engages children to learn through fun play activities. For example, children suggest baking, art and craft activities and den building, which fosters their creativity, imagination and design skills. Practitioners set up some activities in readiness for children's arrival and children add to this by making their own choices from a well-resourced storage cupboard. This means children play with things that they enjoy. For example, the younger boys build and design different aeroplane models with the construction toys. However, on rare occasions, the behaviours of other children interrupt this level of enjoyment. For example, when the younger girls play with their prams, other children take the prams from them, causing some upset and frustration for the girls. Therefore, practitioners are not always supporting all children to develop high levels of self-control during activities so that they always play cooperatively with their peers.

Practitioners have good relationships with parents. Parents have access to a detailed policy file and notice board, which means they are fully aware of the service and education in place for their children. Practitioners talk to parents about their children's learning and agree any areas that they may need additional support. This ensures they work together to support children's progression, for example, if children need additional support with their language and communication skills. This complements children's learning at home and school and ensures children make the best progress they can, given their starting points.

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

Practitioners know children well and they good relationships with them. Transition arrangements and partnership with parents contribute to effectively meeting children's needs. When children first start at the setting, practitioners complete registration forms to ensure they effectively find out about children's needs, likes and interests. They effectively use this information to help children to settle, for example, ensuring they have resources that they know children enjoy. Furthermore, they ensure all children have a key person who they can turn to and spend time with. This means children soon become confident and settled in their new setting. This supports children's personal, social and emotional development. Practitioners have collected children from the local schools for many years. They have built up strong relationships with them and they are very familiar with the school routines. Therefore, they are able to use this knowledge to discuss with children what to expect as they embark on their first year in school. This means they successfully support children's emotional well-being as they embrace this change.

The learning environment for children is clean and safe. Practitioners are able to manage this successfully because they effectively deploy themselves around the setting and on outings. This enables them to supervise children's play. They implement robust risk

assessments to ensure they minimise the risk of accidents and injury. This includes children being in the care of a first aider at all times, for example, on school runs and outings. Practitioners are also aware that their risk assessments need to consider the environment in which children are playing. This means when children are playing at the park, practitioners are vigilant in checking children are playing safely on the equipment. Practitioners are teaching children to develop a good understanding of ways in which they can keep themselves safe. For example, children understand the boundaries when playing at the park, such as understanding that they must not play near the skate park area. Children are confident and they have high self-esteem and a strong sense of belonging. This is because practitioners praise children; they involve them in the planning and respect their views. Overall, children behave well, they are polite and although they occasionally test boundaries, they do understand why they are in place.

Overall, practitioners' approach to promoting children's health and well-being is good. They provide a wide range of healthy meals and snacks, they involve children in baking activities and they discuss the benefits of making good food choices. Children independently wash their hands at appropriate times, such as, before eating and they know about germs making them ill. This effectively promotes children's understanding of why it is important to adopt good hygiene practices. Children have daily opportunities to be active, either through outings, going to the park after school or by playing in the outdoor learning environment. This ensures children enjoy the health benefits of playing in the fresh air and they have good opportunities to be active. This effectively promotes their physical development, which supports children in leading a healthy and active lifestyle. When playing at the park, children enjoy scrambling up the nets, swinging, climbing on the apparatus and chasing their peers. After playing at the park, some children are tired; however, practitioners do not always make use of their resources, such as, cushions, mats and soft furnishings to provide a cosy and relaxing area for the younger children to rest. As a result, children try to rest and relax on the hard floor. This means practitioners are not always providing excellent opportunities for children to independently and comfortably manage their own personal health needs.

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

Practitioners have a good understanding of their responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. All practitioners complete safeguarding training and they implement robust safeguarding policies. This means they have a secure awareness of the potential signs of abuse and neglect and they understand the procedures for reporting concerns. Furthermore, to safeguard children, practitioners talk to parents and discuss the safe use of the computers. This means they implement e-safety policies in agreement with parents. Practitioners maintain all required documentation, policies and procedures and this contributes to keeping children safe.

Recruitment, vetting and performance management arrangements ensure robust systems are in place to ensure practitioners are suitable to work with children. All practitioners complete a detailed induction programme. This includes ensuring they understand the

importance of reporting changes, such as convictions, disqualifications or cautions. This enables management to effectively assess practitioners' ongoing suitability. The management team works closely with practitioners to ensure effective measures are in place to promote their personal effectiveness. They encourage and support them to access training, they make effective use of supervision and appraisal to discuss and agree targets to promote their professional development. The management team and practitioners are committed to improving the provision for children. They make good use of self-evaluation and committee meetings to plan actions to address the areas they want to improve. They have successfully addressed the areas raised at the last inspection. As a result, parents now have improved access to the setting's policies and procedures. A full refurbishment programme means that the toilet facilities for children now provide privacy. Parents and children's views influence the action planning for the setting, for example, following feedback from children, they now have more opportunities to bake.

Practitioners have good relationships with parents. Discussions with a selection of parents, and information from parental surveys, establish that they are happy with the care their children receive. They say the setting is fantastic, they express that their children are safe and that they love to attend. Practitioners' relationships with other professionals and settings, such as school are good. They share relevant information and this provides continuity in children's care and learning. Furthermore, they understand their responsibility of working with external agencies if children need additional support or help in their learning.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	322079
Local authority	Wakefield
Inspection number	868752
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	43
Name of provider	Trinity Childcare Committee
Date of previous inspection	07/10/2009
Telephone number	01924 277119

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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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