

Trinity Pre-School Playgroup

Trinity Methodist Church, Norton Road, Wakefield, West Yorkshire, WF1 1SE

Inspection date	08/12/2014
Previous inspection date	11/03/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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		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 successfully engage with parents and other settings children attend and share information about children's individual learning needs. This helps staff to complement what children are learning elsewhere.
- The quality of teaching is good overall. Staff provide challenges that effectively promote children's learning. As a result, children make good progress.
- Staff make accurate assessments of children's progress and their next steps in learning. They use this information to plan purposeful play that maintains children's interest. This results in children being motivated learners.

It is not yet good because

- Risk assessments are not robust enough to ensure that radiators are consistently checked throughout the session to ensure they are maintained at a reasonable temperature.
- Parents are not always well informed of the action taken following concerns they have raised, so they can work together effectively with management to continue to raise the quality of the setting.
- Staff do not make the very best use of children's home language within the setting, to further support 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.

Inspection activities

- The inspector observed activities in the two playrooms and the outside learning environment, and held discussions with children.
- The inspector conducted a joint observation with the deputy manager and held meetings with both deputy managers.
- The inspector looked at children's assessment records and the planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector took account of the setting's self-evaluation form and improvement plan, and the views of parents and carers spoken to on the day.

Inspector

June Rice

Full report

Information about the setting

Trinity Pre-school Playgroup opened in 1985 and is privately owned. It is registered on the Early Years Register. The playgroup operates from the Trinity Methodist Church, situated on the outskirts of Wakefield. The pre-school serves the immediate locality and also the surrounding areas. It opens five days a week from, 8.40am until 11.45am, term time only. Children attend for a variety of sessions. Children are cared for across two rooms and have access to an enclosed outdoor play area. There are currently 31 children in the early years age range. The pre-school receives funding for the provision of free early education for two-, three- and four-year-old children. It supports children with special education needs and/or disabilities and children who speak English as an additional language. There are currently nine staff working directly with the children, of whom eight have an appropriate early years qualification. The pre-school 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:

- ensure risk assessments identify the frequency of checks and the action required to minimise the risk to children posed by the temperature of the radiators.

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

- strengthen communication with parents by, for example, providing them with more detailed information about any action that has been taken in response to any concerns they have raised
- enhance the use of children's home language in the setting to further support the development of English by, for example, displaying more written captions or adding labels to food packets.

Inspection judgements

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

Parents and children meet their key person during their visits prior to children taking their place in the setting. During these settling-in visits, parents are encouraged to share information about their children's abilities. Staff then observe and assess children's progress against their starting points. They also continue to encourage parents to keep them up to date about any new progress children are making at home. This helps them to

develop an all-round picture of children's abilities and to identify their next steps in learning. Staff use this information to plan a varied and interesting environment. As a result, children are motivated to learn and make good progress. Consequently, children acquire the skills they need for their next stage in learning, especially school.

Staff have a good understanding of how children learn and use good teaching strategies. They are observant and sensitively intervene when children are struggling. For example, children struggling to complete a jigsaw puzzle are shown how to move the piece around until it fits in the space. Staff narrate what they are doing as children watch and listen carefully before they proceed to successfully complete the jigsaw puzzle themselves. As a result, children are learning how to work things out and feel a sense of achievement when they are praised for their success. Staff make good use of conversations with the children, to pose open-ended questions. For example, when children find a worm, staff ask questions that encourage them to think and talk about the worm's habitat. Children find the conversation interesting, and this leads to them recalling the life cycle of a butterfly. Staff praise children for remembering words, such as chrysalis and caterpillar. As a result, children develop their skills in communication and language, and extend their understanding of the world.

Staff work with parents, carers, other early years providers and professionals to support children with special education needs and/or disabilities. For example, staff support children's language acquisition by encouraging them to complete the exercises provided by their speech and language therapist. Children who speak English as an additional language are supported by staff who can speak their home language. As a result, they grow in confidence as they combine both languages to make themselves understood. This helps them to gradually extend their English vocabulary. However, there are fewer opportunities for children to see their home language within in the setting, to help them make even further links in their learning.

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

Staff promote children's health and well-being. They teach children to dress appropriately for the weather and to their fasten coats and shoes before going outdoors. Snack time is relaxed and most children help themselves to a snack and a drink during the session. Staff monitor the snack table and encourage children less likely to help themselves, to think about whether they need something to eat or drink. They talk to children about the healthy food they are eating and why water and milk are good for them. This helps to support children's understanding of the need to eat healthily and take care of their bodies. Children independently select resources that are age and developmentally appropriate and suitably presented. Recent changes to how some resources are presented help staff to effectively supervise children who select tools, such as scissors. They remind them to stay at the table and ensure they use them correctly. As a result, children learn how to manage risks and behave in ways that are safe for them and others. However, staff are not consistently checking that radiators remain at a reasonable temperature throughout the day. This means that staff cannot always guarantee that children can play in comfort and safety at all times.

Children access the outdoor environment independently. Staff encourage exercise through games, such as hoop throwing. They skilfully re-shape such activities by gradually introducing new challenges. For example, they increase the distance children are to stand away from the cones and encourage them to count and name the colours of the rings. Children run around with magnifying glasses exploring their environment. All this helps to promote children's interest in playing outside and promotes the benefits of regular fresh air and exercise. Staff supervise children well as they learn to be independent in attending to their own self-care needs, such as going to the toilet. They remain on hand to help children when they need it, and also to remind them to flush the toilet and wash their hands. As a result, children learn about good hygiene practice. Staff place a lot of value on small group activities, often with no more than six children, to help promote children's personal, social and emotional development. As a result, children learn to listen to others and to speak out in a group they feel comfortable in. Staff have high expectations for good behaviour. They encourage children to take turns and teach them to respect one another. As a result, children learn to cooperate and be considerate towards others.

A child's key person is assigned during the settling-in process, and parents are well informed about their role and responsibilities. Parents are encouraged to share information about their children's individual care needs and home routines. Parents comment positively about how quickly their children settled and the good relationship that developed between them and their key person. This shows children have built trusting relationships with those around them. Staff have developed good links with the schools children attend. This helps them to effectively support children emotionally as they begin their next stage in their learning.

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

Staff demonstrate a sound understanding of child protection and are confident in their ability to effectively implement procedures, in order to protect children from abuse or neglect. All required documentation is in place to support children's safety and well-being. Staff carry out risk assessments to ensure that the environment, resources and equipment are safe to use. However, these risk assessments are not robust enough. As a result, staff do not make sufficient checks to ensure that radiators remain at a reasonable temperature, so that children can play in freedom and comfort.

The recruitment and vetting procedures are sound and, subsequently, help ensure that staff working with children are suitable to do so. Leaders effectively monitor the impact of staff practice on children's learning through yearly appraisals and regular supervision sessions. Staff state that leaders are approachable and that they support them in their professional development. Since the last inspection, staff have attended a variety of training courses on different subjects, such as letters and sounds, transition, quality outdoors, autism and child in need. This has had a positive impact on children's care and learning. For example, there is a constant focus on supporting children's communication and language skills. Action, taken to address weaknesses from the last inspection, has improved links with other providers of the Early Years Foundation Stage and the learning opportunities for children in the outdoor environment. All this impacts positively on

children's learning experiences.

Staff successfully engage with parents, external agencies and other providers. They share information about children's individual learning needs. As a result, assessments of children's learning and development are consistent and accurate. Staff complete a progress check for children between the ages of two and three years. Consequently, any gaps in learning are identified quickly and children and their families receive the support they need. Leaders and managers reflect on the quality of the care and education they provide, and offer opportunities for staff, parents and children to contribute. Parents say they feel comfortable discussing any concerns they have, and leaders and managers efficiently implement the setting's complaints procedure. However, communication is not consistently high in quality. As a result, some parents feel that the information they receive in response to concerns about children playing with scissors lacks detail. Consequently, they remain unsure about the quality of action taken.

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	322089
Local authority	Wakefield
Inspection number	855345
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	28
Number of children on roll	31
Name of provider	Gloria Booth
Date of previous inspection	11/03/2009
Telephone number	07941 541 280

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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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