

Trinity Play Centre (Sutton Coldfield) Limited



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

Inspection date

20 February 2015

Previous inspection date

4 March 2014

	This inspection:	Good	2
The quality and standards of the early years provision	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The quality of teaching is good. Staff provide a wide range of interesting and stimulating experiences that support children's learning and development. As a result, children enjoy their time at the play centre and make good progress from their starting points.
- Effective key-person systems ensure children build secure emotional attachments with staff. Children are confident, keen to take part in activities and thoroughly enjoy being at the play centre. They are effectively supported by attentive and encouraging staff, who ensure that children settle and behave very well.
- Children are kept safe as staff ensure that their surroundings are secure and risks are minimised. Staff are confident in their knowledge of the safeguarding procedures and know what to do should they have any concerns about a child's well-being.
- Staff form positive partnerships with parents, which promotes a collaborative approach to children's care and learning.
- Management and staff are actively involved in identifying the strengths of the provision and any areas for further development. This enables the nursery to move forwards and make progress towards excellence.

It is not yet outstanding because:

- There are limited resources and opportunities available for children to extend their understanding of technology.
- Systems to support the professional development of staff, to continually improve children's experiences, are not fully maximised.

What the setting needs to do to improve further

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

- extend the range of resources and enhance the opportunities for children to operate a wider range of technology equipment, so that they optimise their good understanding of how technology is used for a purpose
- monitor the already good quality teaching more effectively to shape staff's professional development and to help them achieve excellence, for example, by the use of peer-on-peer observation.

Inspection activities

- The inspector observed activities in the playrooms and the outside learning environment.
- The inspector held meetings with the acting manager, and spoke to staff and children at appropriate times during the inspection.
- The inspector looked at a selection of children's records, policies and procedures and a range of other documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector gained parents' and other professionals' views from the documentation available for review.

Inspector

Patricia Dawes

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff use their teaching skills well to provide a broad range of learning opportunities. They gather useful information to begin the assessment process and use this effectively to support children from the start. Staff engage babies and younger children by using facial expressions, tone of voice and eye contact to encourage children to communicate. Older children are well prepared for school because staff extend their interest in numbers and mathematical problems, encouraging them to take an active role during key-group activities. For example, children are adept at recognising the numbered flowers and sequence them in the correct order. All children play imaginatively. They use cars, small world figures and the train track to re-enact stories from their recent visit from the fire officer. Younger children are developing skills in the use of technology by investigating programmable toys. However, there are limited resources available in the pre-school room to extend children's understanding of how technology is used for a purpose. Parents comment that staff keep them informed about their child's learning and that they are able to share new achievements from home. As a result, staff have a clear picture of children's current abilities and children make good progress in their learning and development.

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

The premises are spacious, warm and welcoming. Children enter the group and settle quickly to their chosen activity. Children learn about healthy lifestyles and follow good hygiene practices. They have regular opportunities for active play to encourage their developing physical skills. For example, children enjoy bouncing on the small trampoline indoors or playing with balls in the outside area. Staff enhance children's independence by giving them responsibility to carry out small tasks, such as helping to tidy away the toys or to set the table and serve themselves at lunchtime. Children receive lots of praise and encouragement from staff to support their confidence and self-esteem. This helps to prepare children for moves within the group and onto other settings, including school.

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

The manager and staff work well together and use self-evaluation effectively to continuously improve. For example, prompt and effective action has been taken on all areas that were identified as needing improvement at the previous inspection. A performance management system has been established, which includes induction and supervision for all staff. During supervision meetings, staff practice is discussed and additional training is identified. However, there is scope to provide a sharper focus on teaching practice to ensure children consistently benefit from the best learning experiences. For example, by introducing regular observations to identify the most effective teaching methods. The manager and deputy monitor the educational programme to ensure children receive a balanced curriculum. Staff work in partnership and communicate effectively with other professionals and agencies to complement all children's learning and promote children's progression.

Setting details

Unique reference number	EY422534
Local authority	Birmingham
Inspection number	962910
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	44
Name of provider	Trinity Play Centre (Sutton Coldfield) Limited
Date of previous inspection	4 March 2014
Telephone number	01213549725

Trinity Play Centre (Sutton Coldfield) Limited was registered in 2010. The nursery employs eight members of childcare staff, all of whom hold appropriate early years qualifications at level 3 and 2. The play centre operates from Monday to Friday from 7.45am to 6pm, all year round. It provides funded early education for three- and four-year-old children.

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