

Trinity Methodist Playgroup

High Street, Lowestoft, Suffolk, NR32 4HU



Inspection date

23 March 2015

Previous inspection date

28 November 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Children benefit from high quality teaching that enables them to make good progress in all areas of learning.
- Practitioners establish warm, nurturing relationships with all the children. As a result, they are happy, content and have good levels of confidence.
- Children's communication skills are promoted well because practitioners use a variety of effective strategies to support children's language development.
- Practitioners have positive partnerships with parents and others because the playgroup uses a number of successful strategies to engage all parents. This promotes a collaborative approach to meet the individual needs of children.
- Children are effectively safeguarded because practitioners have a comprehensive understanding of the playgroup's safeguarding policy. Safety is maintained because the premises are secure and practitioners are vigilant regarding access.
- Leadership and management is effective. The manager and her team have worked hard since the last inspection to improve the learning environment for the children. As a result, children are fully involved in purposeful play.

It is not yet outstanding because:

- Practitioners sometimes give children ready-made templates and select the materials for children to use during craft activities.
- Practitioners are not always provided with the opportunity to observe and share each other's good practice. This means practitioners are not fully supported to improve teaching to the highest quality, so that children reach the highest levels of achievement possible.

What the setting needs to do to improve further

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

- allow children more freedom and choice to express their own creativity as they explore and use media and materials
- build on the arrangements for monitoring and developing practitioners' practice by, for example, putting in place opportunities for peer observation, so that good practice is continually shared.

Inspection activities

- The inspector observed children during activities indoors and outdoors.
- The inspector looked at a range of documentation.
- The inspector spoke with practitioners and the manager at appropriate times throughout the inspection.
- The inspector checked evidence of the suitability and qualifications of practitioners working with children and discussed the provider's improvement plans.
- The inspector held joint observations with the manager.
- The inspector took into account the views of parents spoken to on the day.

Inspector

Dawn Larkin

Inspection findings

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

Children benefit from skilful practitioners who are well qualified and understand how children learn. Practitioners have a clear understanding of children's individual needs because they make good use of regular observations of children's achievements. Practitioners use this information to plan activities that motivates them and extends their learning. As a result, children are active learners who show high levels of engagement in their play and learning. Children's thinking skills are promoted because practitioners make links for the children about previous learning and experiences. This helps children to make connections and make sense of previous learning. Effective questioning techniques allows children to explore their ideas and imagination. Children are generally given many opportunities to explore their own ideas and thoughts. For example, they make up stories about jungle animals stuck on the roof of a house. However, on occasions when children are making Easter cards, they are given a limited choice of colours and materials. As a result, the finished product becomes more important than the process of creating it. This does not effectively support children in their developing creativity.

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

Children play and behave well together. This is because practitioners give children clear boundaries and use age-appropriate strategies to promote this. For example, practitioners support children in turn taking and sharing by providing duplicate resources. Children receive lots of positive praise and recognition for their efforts and achievements. This gives children a sense of belonging and achievement, raising their self-esteem. Routines and the organisation of the environment encourages children to develop their self-help skills. Consequently, children are obtaining skills to support them to be ready for school, such as putting on their own coats and using the bathroom independently. A healthy lifestyle is promoted by the playgroup because children enjoy healthy snacks and regular exercise outside. Children are able to take manageable risk in their play because practitioners provide children with physical activities that challenge them.

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

The manager is well qualified and experienced. Consequently, she has a secure knowledge of the learning and development requirements and how to keep children safe. The manager uses her expertise to coach and support practitioners to improve their teaching skills. They are encouraged to attend relevant courses and obtain further qualifications to enhance the provision for the children. However, practitioners are not given regular time to observe and share each other's high-quality teaching practice. This means they are not able to share, evaluate and improve teaching and learning to the highest standards. The manager and practitioners effectively monitor the progress of the children and the educational programmes. They quickly identify any gaps in provision and put in place appropriate support to meet the needs of the children.

Setting details

Unique reference number	251700
Local authority	Suffolk
Inspection number	866572
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	25
Number of children on roll	30
Name of provider	Trinity Methodist Playgroup Committee
Date of previous inspection	28 November 2011
Telephone number	01502 501810

Trinity Methodist Playgroup opened in 1971. The playgroup employs five members of childcare staff. All hold appropriate early years qualifications, one has an early years qualification at level 6, one at level 5 and three at level 3. The playgroup opens, from Monday to Friday term time only. Sessions are from 9am until 1pm Monday, Tuesday, Thursday, Friday and 9am to 12pm Wednesday. The playgroup provides funded early education for two-, three- and four-year-old children.

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