

Trinity Treetops Kids Club

Trinity Primary School, Barricombe Drive, HEREFORD, HR4 0NU



Inspection date

26 June 2015

Previous inspection date

26 October 2011

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is outstanding

- The club has forged extremely close links with the school. They work in partnership with them to ensure consistency in children's learning. Information is regularly shared and the manager has meetings with the head teacher, class teachers and the school's family liaison officer. A communication book is used to share information between the club, school and parents.
- There are excellent procedures in place to ensure that new children settle well. Staff attend the induction days when children are moving to school. They meet the children and parents and invite them to visit the club for settling-in sessions with other children who are starting. This not only helps them to settle at the club, but also eases the move to school.
- Behaviour is exceptionally good. It is well supported through clear strategies, such as a traffic light system. This mirrors the approach to behaviour used within the school and ensures that expectations of behaviour are consistent. Children write their own rules and these are regularly discussed to ensure that all children understand them.
- Children are given time to settle and forge relationships with staff before their key person is chosen. As a result, the key-person system is strong and works in practice. Children develop close bonds with their key person. They are extremely confident and feel secure and comfortable in their company.
- Children who speak English as an additional language are very well supported. The group works closely with the school translator, who has translated children's profiles and letters for parents. Staff have created picture cards of familiar objects and activities to further support and enhance communication.
- Staff have an excellent knowledge of safeguarding policies to ensure children's safety. They are fully aware of the procedures to follow should they have a concern about a child in their care.

What the setting needs to do to improve further

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

- strengthen opportunities for younger children to express and have their views heard, for example, by enabling them to make better use of the 'wishing tree'.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, both indoors and outside.
- The inspector held a meeting with the manager and looked at relevant documentation, including evidence of the suitability of staff to work in the group.
- The inspector spoke to parents and children and took account of their views.

Inspector

Becky Johnson

Inspection findings

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

Children make excellent progress and build on the learning that takes place in school in this fun-filled and stimulating environment. They rush excitedly into the group and chat happily to their friends, eager to share experiences about their school day. Children are well occupied. Resources are plentiful and wholly appropriate for the type of provision offered. Children are given plenty of choices about what they wish to do and where they want to play. Planning is very flexible and evolves from children's interests. Staff are very aware that children have been at school all day. They are quick to recognise when children do not wish to participate in planned activities and change activities accordingly to meet children's daily needs and interests. Children benefit from time spent outdoors and they are able to access an extensive variety of outdoor experiences. They balance expertly on half tyres that are set out to encourage them to run up and down the slopes. Children confidently jump, run and balance on them. Staff are always close at hand, while providing encouragement to children to take controlled risks and learn how to keep themselves safe. For example, staff help children to safely find solutions to a problem when two of them try to pass by each other on the same tyre. Parents are fully involved in the club. They share their expertise to help staff plan interesting and meaningful activities. For example, parents who work in the armed forces or for the emergency services send in photographs. These are used for a display to enhance the planned activity about people in the community who help us. Staff have expanded this theme to include other people who help us. They have used it to help children to understand who they can talk to if they feel upset or afraid.

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

Children are invited to be part of the 'council'. This enables all children to have a voice and to be fully involved in the running of the group. Children who are not on the council are aware of the council members and that they can discuss issues with them to take to council meetings. In addition, the 'wishing tree' is used to further seek children's views. However, staff recognise that it is not used very effectively by younger children because it is not displayed where they can see it clearly. Children understand about healthy eating. They grow vegetables and fruit, which they eat at snack time. Staff teach children that if they open the pods of their sugar snap peas there are little peas inside that they can taste and enjoy.

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

Staff are well qualified, both in early years and also in the principles of play work. They attend training to further their knowledge and implement what they learn to further enhance children's experiences within the group. This has a positive impact on children's learning and enjoyment. The manager is dedicated, forward thinking and continually reflects on her practice. As a result, the group is able to continually improve on the excellent practice that is already in place.

Setting details

Unique reference number	EY417054
Local authority	Herefordshire
Inspection number	850060
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 11
Total number of places	32
Number of children on roll	65
Name of provider	Trinity Extended Services C.I.C.
Date of previous inspection	26 October 2011
Telephone number	01432276272

Trinity Treetops Kids Club was originally registered in 1996 and re-registered as a community interest company in 2010. The group operates from a self-contained mobile building within the grounds of Trinity Primary School. The club employs seven members of childcare staff, all of whom hold appropriate qualifications at level 3 or above. The groups opens from Monday to Friday for 50 weeks of the year. Sessions are from 7.45am until 8.50am and 3.15pm until 6pm during term times, and from 8.30am until 6pm during every school holiday except Christmas.

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