

# Trinity Methodist Playgroup

Trinity Methodist Church, Hallam Crescent East, Leicester, Leicestershire, LE3 1FH



<b>Inspection date</b>	27 October 2015
Previous inspection date	3 July 2014

	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
<b>The quality and standards of the early years provision</b>			
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The management team has worked hard to develop the playgroup since their last inspection. Through their improved evaluation process, their detailed plans and the support of local advisers, they are leading staff to effectively improve practice.
- Children are making good progress in their learning and development. Teaching is good. Staff use effective teaching techniques to encourage children to think, express their ideas and use their imagination.
- Key-person relationships are strong. Children have developed close bonds with staff, who know the children well and plan effectively for each individual child, based on their interests and developmental needs. Children are confident and happy, and their personal and emotional development are promoted well.
- Staff are calm and caring and they act as good role models. They use distraction, discussion and negotiation very effectively to help children manage their own behaviour and build relationships with each other. This includes children whose needs or circumstances require particularly perceptive intervention and additional support.
- Staff liaise effectively with parents and external professionals so that they ensure all children get the support they need. Staff share children's learning and progress regularly with parents and support them as they extend their child's learning at home.

### It is not yet outstanding because:

- Children do not readily have independent access to a wide range of resources to support their self-chosen play.

## What the setting needs to do to improve further

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

- enhance the range of resources and activities readily available at any one time to enable children to make individual choices about what they would like to do.

### Inspection activities

- The inspector observed activities in the main playroom, adjacent hall and outside learning environment, and conducted a joint observation with the manager.
- The inspector held a meeting with the manager and the committee chairperson. She spoke to staff and children throughout the inspection when appropriate.
- The inspector looked at children's assessment and planning documentation, the setting's risk assessment and safety records.
- The inspector checked evidence of suitability and qualifications of staff working within the setting, the provider's evidence of self-evaluation and a range of other documentation.
- The inspector took account the views of parents spoken to on the day and by reading comments on letters given to the manager.

### Inspector

Rachel Howell

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff are fully aware of their responsibilities in reporting concerns and take effective steps to minimise risks to children. The manager has a good awareness of the legal requirements. She ensures that she keeps abreast of changes to legislation and cascades this to the staff team. There is a clear emphasis on continually raising the quality of all aspects of practice and provision. The manager has established strong links with other providers and the local children's centre to support information sharing and inform best practice. There are robust systems in place for the supervision and monitoring of staff. Rigorous, ongoing training ensures all staff are suitably updating and improving their knowledge. The sharing of this new knowledge with the whole team and the effective implementation of this into practice result in the good quality teaching children now receive.

### Quality of teaching, learning and assessment is good

The quality of teaching is good. Staff are attentive to children's needs and interests. They are deployed effectively so that they are close at hand to offer children responsive support and extend their learning. They act as very effective role models and foster children's natural curiosity and imagination very well. Staff use questions, direction and descriptive language to help children develop their thinking further. Children persevere well with using different materials and techniques and remain at activities for extended periods. They make crinkly spiders legs and cover their whole witch's hat in tape, and are fascinated with the effects. Children are developing an appreciation for books and reading. They are eager for their visit to the book bus. They listen animatedly to the story and knowledgeably join in with the words and actions to songs. They excitedly choose a book. Staff encourage children to look at the pictures on the cover and to discuss what the book is about.

### Personal development, behaviour and welfare are good

The indoor environment contains interesting resources that are appropriate, well maintained and cover many areas of learning. Staff ensure children have uninterrupted periods of free play which enables them to become engrossed in activities. Other routines, arrangements and planned activities are sensitively introduced. Children have good opportunities to be physically active and learn about healthy lifestyles. They experiment with moving in different ways and constructing on a large scale as they use the soft-play equipment and slides in the hall. Outdoors, children explore emptying and filling with the sand. They also have the opportunity to dig in the mud and learn about growing and planting. However, children do not readily have access to additional resources to support their self-chosen play.

### Outcomes for children are good

Children are making good progress in their learning and development and in readiness for school. This includes disabled children, those with special educational needs and children who speak English as an additional language. Any gaps in individual progress are quickly identified and planned for.

## Setting details

<b>Unique reference number</b>	226920
<b>Local authority</b>	Leicester City
<b>Inspection number</b>	1029634
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	17
<b>Name of provider</b>	Trinity Methodist Playgroup Committee
<b>Date of previous inspection</b>	3 July 2014
<b>Telephone number</b>	0116 2892182 0116 2332967

Trinity Methodist Playgroup was registered in 1994. The playgroup employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and one holds level 5. The playgroup opens Monday to Friday from 9.15am to 12.15pm, during term time only. It provides funded early education for three- and four-year-old children.

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