

Trinity Pre-School Playgroup

Trinity Methodist Church, Norton Road, Wakefield, West Yorkshire, WF1 4LH



Inspection date	8 December 2015
Previous inspection date	8 December 2014

The quality and standards of the early years provision	This inspection:	Good	2
	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 staff team meet regularly to review their practice, check children's progress and set clear targets for improvement. Responsibilities are delegated so all take an active role in securing best practice and promoting children's safety and welfare.
- Leaders and staff access training and make good use of the support of the local authority, to help review and improve the quality of their teaching and practice.
- Staff use their good knowledge of the children to support and extend their learning as they play. Well planned activities excite and interest the children and they are making good progress from where they started.
- A significant strength of the playgroup is how well leaders and staff work with parents and other professionals in ensuring any additional needs of children are swiftly identified and addressed, helping them catch up quickly.
- Children are happy, settled and making friends. They are learning about acceptable behaviours such as sharing, taking turns and listening to, and valuing, others. They are well prepared for school as a result.

It is not yet outstanding because:

- Leaders and staff are not always provided with clear criteria to help them fully understand how to learn from, and develop, one another's practice.
- Leaders do not currently monitor the progress of groups of children as well as they do individual children to robustly ensure all children are making the best possible progress.

What the setting needs to do to improve further

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

- improve the quality of teaching to an outstanding level by ensuring staff fully understand how to learn from and develop one another's practice
- develop monitoring arrangements to ensure any variations in the learning and outcomes of different groups of children are identified and addressed accordingly, so all make the best possible progress.

Inspection activities

- The inspector observed children taking part in a range of activities in each of the rooms as well as the outdoor play area.
- The inspector spoke with members of staff and children at appropriate times during the inspection and held meetings with the manager of the provision.
- The inspector carried out a joint observation with the manager.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector took account of the views of parents spoken with on the day of inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including policies and procedures.

Inspector

Rachael Flesher

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Those with a lead role in safeguarding, access training and information from the local authority. They ensure all staff understand the policies and procedures to promote children's safety and welfare. Staff now have regular supervision meetings. Leaders are committed to helping staff access training and higher qualifications to further improve the quality of the workforce; for example, mentoring those with aspirations to move into a leadership and management role. The views of parents and children are used well to identify strengths and weaknesses in their practice. Bilingual staff help secure good communications with all parents. Leaders utilise partnerships with other settings to share best practice and have enthusiastically embraced a local authority quality improvement programme, helping to secure improvements.

Quality of teaching, learning and assessment is good

Leaders and staff monitor the quality of teaching and learning well overall. They discuss and agree the checks staff make on individual children's progress together. This ensures they are accurate and helps to identify any gaps. For example, staff noticed children were doing less well in mathematics. They reviewed their practice and identified gaps in their teaching. Staff now focus much more on supporting children's mathematical development, which is improving as a result. However, they do not monitor the progress of groups of children as thoroughly. Staff use their good teaching skills well to motivate children to learn. For example, they thoroughly enjoy reciting and acting out a favourite story through the effective use of a story board. This promotes their communication and language skills and also encourages more able children to develop their early reading skills. Staff work well with parents to help them support their child's learning through regular discussions and providing tasks to complete at home.

Personal development, behaviour and welfare are good

Leaders and staff ensure they provide a good range of resources and activities that really interest the children and reflect and value their diverse backgrounds. This helps children make connections in their learning with home. Children have very good access to the outdoors, where staff are well-deployed to support their learning. Children thoroughly enjoy the opportunities to be physically active as they dance, sing and tap instruments to music, jump through hoops, throw balls, and learn to ride the wheeled toys. Children enjoy healthy snacks and are learning good hygiene routines and how to play safely. Staff have high expectations of what children can do for themselves and support them well to become confident and independent, ready for school. Staff do all they can to make sure information is shared to support children during their transition to school.

Outcomes for children are good

Staff carefully monitor children's individual progress from their starting points and make sure they provide timely support to help children catch up where behind. This is greatly enhanced by how well they listen to parents and quickly secure the support of other professionals. Schools report the children are well prepared for school as a result of their time at the playgroup.

Setting details

Unique reference number	322089
Local authority	Wakefield
Inspection number	1005332
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	28
Number of children on roll	28
Name of provider	Gloria Booth
Date of previous inspection	8 December 2014
Telephone number	07941 541 280

Trinity Pre-school Playgroup was registered in 1985 and operates from Trinity Methodist Church. It is open five days a week, from 8.40am until 11.45am, term-time only. Children are cared for across two rooms and have access to an enclosed outdoor play area. The pre-school receives funding for the provision of free early education for two-, three- and four-year-old children. There are currently eight staff working directly with the children. Six of these hold an appropriate early years qualification at level 3 and the remaining staff hold a level 2.

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