

Trinity Playcentre

130-132 Church Elm Lane, Dagenham, Essex, RM10 9RL



Inspection date	29 June 2016
Previous inspection date	12 February 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Children's safety is generally maintained well. However, the provider does not ensure that there is always a member of staff with a current paediatric first aid qualification on the premises when children are present. This is also a breach of the Childcare Register.
- Some staff do not encourage children's thinking and decision-making skills effectively, or support their ability to express themselves clearly. Children do not make consistently good progress from their starting points.
- Children are not always taught how to extend their early mathematical understanding or ability to work out solutions to simple mathematical problems.
- Drinking water is not readily available to ensure children maintain their health and well-being, particularly during or after their physical play.
- Children do not always have enough opportunities to help them increase their understanding of our diverse society.

It has the following strengths

- The provider knows what actions are needed to improve the quality of children's care and learning. The newly appointed manager is beginning to address some of the weaknesses in the provision.
- Children benefit from a range of nutritious snacks that help them to develop healthy eating habits.
- Children develop early reading skills effectively to support their future learning.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	Due Date
<ul style="list-style-type: none"> ■ ensure that there is always a member of staff qualified in paediatric first aid available throughout sessions and when taking children on outings 	19/07/2016
<ul style="list-style-type: none"> ■ improve programmes to extend children's ability to think, respond and express their ideas more effectively 	19/07/2016
<ul style="list-style-type: none"> ■ improve children's problem-solving skills and how they respond to challenge to fully support their early mathematical understanding. 	19/07/2016

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

- increase opportunities for children to have regular access to drinking water to aid their health and well-being more effectively, particularly during and after physical play
- enhance children's understanding of similarities and differences between themselves and others to extend their understanding of the world.

Inspection activities

- The inspector had discussions with the provider about the setting's practices and procedures.
- The inspector observed the staff's interaction with the children.
- The inspector had discussions with the staff at appropriate times and also spoke to children and parents.
- The inspector sampled a range of documents.

Inspector

Jennifer Liverpool

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Staff know how to proceed if they have concerns about a child. Overall, the provider has addressed the actions and recommendations from the last inspection. This has led to improvements to children's safety and clear processes to check staff's suitability. However, only one part-time member of staff holds a current paediatric first aid qualification. This means that there is not always a suitably qualified person available to administer first aid, as required. This does not significantly affect the children as other staff have basic first aid skills, and the provider has booked staff on to a first aid course. The provider has started to support staff to develop children's learning. For example, she oversees the educational programme and holds supervision sessions. Staff have positive partnerships with parents to help provide consistency of care. Staff develop links with schools and work alongside parents to ease children's move to school.

Quality of teaching, learning and assessment requires improvement

The provider responds positively to the advice from external agencies, which helps her work towards the continual improvement of the setting. For example, she has begun to develop new ways to observe and assess children. Staff now take account of children's interests and offer a developing range of activities that generally motivate children to learn. Children's personal, social and emotional development skills develop well overall. However, opportunities to extend children's communication and language skills and build their mathematical awareness are missed. As such, children are not always effectively challenged in their learning. Children's exploratory skills are developing. For example, they plant seeds, look closely at minibeasts and use natural resources in their play.

Personal development, behaviour and welfare require improvement

Key persons work with parents to help settle new children at their own pace. Children develop trusting relationships with staff and they begin to form friendships. However, children are not always helped to develop their understanding of how others differ from themselves. Children generally behave well and respond to requests for good behaviour. They benefit from eating nutritious snacks as they learn to adopt healthy eating habits. Fresh drinking water is available to children throughout most of the day, except when they go to another room for physical play. Here, children take part in a range of activities to develop their large muscles. For example, they enjoy stretching exercises and ball games.

Outcomes for children require improvement

Children enjoy listening to stories and learn early writing skills in preparation for school. However, weaknesses in the quality of teaching mean that children do not make the progress they should to prepare them better for school.

Setting details

Unique reference number	EY491427
Local authority	Barking & Dagenham
Inspection number	1040023
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 8
Total number of places	24
Number of children on roll	15
Name of registered person	Trinity Playcentre
Registered person unique reference number	RP521052
Date of previous inspection	12 February 2016
Telephone number	07967517870

Trinity Playcentre registered in 2015. The setting is situated in Dagenham, in the London Borough of Barking and Dagenham. The setting runs double sessions from 9am to midday and from 12.30pm to 3.30pm each weekday, during term time. There is also a breakfast club from 7am to 9am and an after-school club from 3pm to 6pm. A holiday club operates from 8am to 6pm during school holidays. The setting employs six members of staff and of these two hold appropriate qualifications at level 2. The provider has qualified teacher status. In addition, there are three regular volunteers, one of whom holds a level 3 qualification in playwork.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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