

The Trinity Group

Trinity Resource Centre, St. Marys Avenue, Margate, Kent, CT9 3TN



Inspection date	7 December 2016
Previous inspection date	16 May 2013

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

- Staff provide a well-resourced environment for the children. Children have easy access to a wide range of toys, inside and outside, that support their learning, independence and interest well. Children make good progress in relation to their starting points.
- Children build strong bonds with all staff. Staff provide effective settling-in procedures. For example, staff visit children in their homes, which enables them to get to know them before they start.
- Staff form strong relationships with parents and other early years professionals to provide a shared approach to children's learning. For example, good links with local schools help staff to share information about children's progress with teachers prior to them starting school. This helps to support children's continued learning.
- Managers have a clear understanding of their responsibilities. They monitor and evaluate the quality of provision regularly and take into account the views of parents and children. This helps to provide a safe and welcoming environment where everyone feels valued.

It is not yet outstanding because:

- At times, staff do not consistently provide a higher level of challenge to the most able children to help extend their learning even further.
- Staff do not make the best use of opportunities to develop children's interest in mathematical concepts, including number, shape, space and measure.

What the setting needs to do to improve further

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

- provide a consistently higher level of challenge to the most able children to help extend their learning even further
- make the most of opportunities to develop children's interest in mathematical concepts to extend their learning further.

Inspection activities

- The inspector observed the staff's interactions with children in the indoor and outdoor environments.
- The inspector spoke to the chairperson, deputy manager, staff and children at appropriate times during the inspection.
- The inspector took account of the views of the parents spoken to on the day of the inspection.
- The inspector viewed a range of documentation, including staff suitability records, policies and procedures, children's records and self-evaluation.
- The inspector carried out a joint observation with the deputy manager.

Inspector

Sara Garrity

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Managers and staff fully understand child protection issues and the procedure to follow if they have concerns, to help maintain children's welfare successfully. Staff carry out thorough risk assessments to keep children safe and secure. They teach children how to identify and manage risks for themselves, such as how to build a tower using logs safely. Managers support staff practice well. For instance, they regularly meet with staff and help identify further training to improve their qualification level. Managers monitor and track children's development and progress to help identify any gaps in learning or in the provision. Good use is made of additional funding, including to employ an additional member of staff to help support more vulnerable children and parents effectively. For example, she has provided support during times of change to help children and families manage these times more easily.

Quality of teaching, learning and assessment is good

Staff have a good knowledge of the children and the support they require. They complete thorough assessments of children's development and have a clear picture of the progress of individual children. Staff share information with parents regarding children's progress and next steps in learning, including offering suggestions to help support learning at home. For example, staff provide ideas such as looking at signs and symbols when they walk home. Children develop strong communication and language skills. For example, staff use a range of language, talk effectively about what children are doing, and introduce and repeat new words while children play to help extend their vocabulary. Children develop positive social skills. They eagerly engage in imaginative play with their friends, such as using real food to create a tea party.

Personal development, behaviour and welfare are good

Children enjoy investigating and exploring in the outside area, which helps to develop their physical skills. They learn how to lead healthy lifestyles. For example, staff talk to them about choosing healthy foods. Children grow in confidence and develop their independence. For example, children butter their own muffins and clean away after eating their snack. Children behave well. Staff are good role models for children and they teach children how to share, collaborate and take turns.

Outcomes for children are good

Children develop the skills they need for their future learning and move to school. They develop concentration and are keen to learn. Children find out about how things change. For example, they mixed different materials together, such as shaving foam, jelly and corn flour, and observed the results. Children have good opportunities to develop their interest in the world around them. For example, they use public transport to visit the beach and library.

Setting details

Unique reference number	EY268128
Local authority	Kent
Inspection number	1061725
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 - 4
Total number of places	35
Number of children on roll	25
Name of registered person	Trinity Resource Centre Limited
Registered person unique reference number	RP907316
Date of previous inspection	16 May 2013
Telephone number	01843 294229

The Trinity Group registered in 2003 and is supported by a management committee. The pre-school is situated in Trinity Community Resource Centre, Margate, Kent. It is open Monday to Friday from 9am to 4pm, during term time only. The pre-school receives funding to provide free early education for children aged two, three and four years. The pre-school employs seven staff, who all hold a childcare qualification at level 2 or above.

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