

# Trinity Early Learners

Trinity Methodist Church Centre, Royland Road, LOUGHBOROUGH, Leicestershire,  
LE11 2EH



## Inspection date

Previous inspection date

30 March 2017

29 April 2014

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

- The managers and staff effectively monitor children's learning and development progress. They quickly identify any gaps in children's learning and take steps to close these. This helps all children to make good progress.
- Staff are caring and provide a warm welcome to children and parents as they arrive at the pre-school. This helps children to settle quickly and promotes their social and emotional development extremely well.
- The key-person role is well established. The key person takes time to get to know parents and find out about children's interests. This helps them to plan activities and learning that interest children and advance their learning and development.
- Children have ample opportunities to develop their physical skills both indoors and outdoors. For example, they confidently use climbing equipment and wheeled vehicles.
- Staff skilfully promote children's language and communication skills as they play. They introduce new vocabulary and encourage children to use this in their play. There is good support for children learning English as an additional language.

### It is not yet outstanding because:

- Leaders do not make full use of professional development opportunities and staff supervision, such as to enhance the quality of teaching to the highest level possible.
- At times, staff do not encourage children to do things for themselves, such as manage their care needs.

## What the setting needs to do to improve further

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

- enhance the programme for professional development and supervision of staff, so that it focuses more specifically on supporting staff in developing an expert knowledge of teaching and learning
- develop children's independence further, particularly by encouraging them to do things for themselves.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with one of the pre-school managers.
- The inspector held a meeting with the pre-school managers. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Jane Millward

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Managers and staff understand their responsibilities to keep children safe and how to respond to any concerns about a child's welfare. They are vigilant and follow robust procedures to ensure children's safety, such as within the community building. For example, they accompany children to the communal toilets. Managers evaluate the quality of provision well and identify further areas for improvement, such as the introduction of a system to monitor how well staff carry out their duties. Managers are committed to working in partnership with parents and external agencies. This enables staff to plan well for children's learning and development, particularly for children who have special educational needs and/or disabilities. Parents are complimentary about the care their children receive. They value the daily opportunities to speak to staff about their children's learning.

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

Staff plan a range of interesting activities and enthusiastically promote children's interests. For example, children delight in sharing lively stories and songs during group time. They make themselves cosy with cushions and blankets as they giggle and join in with familiar stories. Children enjoy opportunities to be creative. They are proud of their cutting and painting skills and are excited to take their creations home to their parents. Staff skilfully support the development of children's language and communication skills. For example, they include pictures and signing to help children understand and take part in daily routines and activities. Staff provide opportunities for children to use number and writing skills. For example, in the home role-play area, children sort, match and count, and use clipboards to practise their writing skills. Staff monitor children's progress and use this to plan effectively for their next steps in learning.

### Personal development, behaviour and welfare are good

Children thoroughly enjoy their time at the pre-school. They confidently explore resources and activities and enjoy the freedom to choose their play and learning. Staff promote high standards of behaviour as they model care and consideration for others during play. They encourage children to listen to each other and share their interests and views. Staff actively promote familiar vocabulary in children's home languages, for instance, as they play. This helps children to settle well and gain a sense of belonging at the pre-school. Staff provide children with activities and toys which help them to gain an understanding of families in the wider world. Children are encouraged to consider healthy food choices and enjoy physical exercise.

### Outcomes for children are good

All children are successful in learning the skills required for their future learning and starting school. They develop good early literacy and number skills. For instance, children recognise numbers on bikes and boats as they play outdoors, and enjoy writing their names. Children are developing good physical skills, for example, as they run, jump and climb with confidence.

## Setting details

<b>Unique reference number</b>	226313
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	1087696
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	27
<b>Name of registered person</b>	Trinity Early Learners Committee
<b>Registered person unique reference number</b>	RP905259
<b>Date of previous inspection</b>	29 April 2014
<b>Telephone number</b>	01509 261271

Trinity Early Learners registered in 2015. The pre-school employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday during term time. Sessions are from 9.15am until 12.15pm, and on Tuesday and Friday until 3.50pm. The pre-school provides funded early education for children aged two, three and four years.

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