

# Trinity Playcentre

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



## Inspection date

3 July 2017

Previous inspection date

29 June 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</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

- Partnerships with parents are good. For instance, parents speak highly about staff and the effective care and education their child receives. Parents are fully informed about their child's progress, and invited to contribute to help consistency of care and learning.
- Children are happy, secure and independent. Staff have established caring, affectionate relationships with them and they are eager to learn.
- The provider effectively monitors children's progress and completes early assessments of children's development. She identifies and targets any areas of concern, including where children may need additional support from outside agencies. Children make good progress from their individual starting points.
- The provider carries out supervision meetings with staff to help identify their training needs and support their professional development. For example, they have achieved higher levels of qualifications to help improve outcomes for children.

### It is not yet outstanding because:

- Staff are knowledgeable about how children learn. However, on occasion, they do not make the most of opportunities to use their skills and expertise to extend learning during activities.
- Staff recognise that children enjoy using technology and exploring how things work but do not always organise activities to support these interests as well as possible.

## What the setting needs to do to improve further

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

- support staff to recognise when to intervene to extend children's learning further
- provide children with a wider range of activities and experiences that build on their interest in figuring out how things work.

### Inspection activities

- The inspector talked with parents, the provider, staff and children at appropriate times during the inspection.
- The inspector observed the staff's interactions during activities indoors and outdoors, and looked at a range of resources and equipment.
- The inspector looked at a sample of records, including children's details, learning records, insurance and other relevant documentation.
- The inspector undertook a joint observation with the provider.
- The inspector had discussions with the provider about policies and procedures, and methods of assessing and planning for children's progress. The inspector also discussed how staff work with parents and other providers.

### Inspector

Caroline Preston

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff know how to identify any concerns about a child's welfare and follow reporting procedures. Staff are well deployed. They supervise children and they meet adult-to-child ratios. Staff check and complete registers and carry out risk assessments, including when on outings. Staff who take children out are first-aid trained to help ensure children's safety. The provider makes sure parents are aware of how she runs the provision. For instance, she provides relevant written documentation. Self-evaluation is used well to identify any strengths and weaknesses, and the provider has addressed actions from the previous inspection. The educational programme is now effective. Staff regularly work with other professionals to help improve practice.

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

Staff effectively observe and assess children's development levels to help plan for their next steps in learning. Staff support children's communication and language well. For instance, children enjoy responding to questions during story sessions. Staff encourage children's creative skills effectively. For example, children skilfully scoop up coloured rice and make many different patterns. Staff help develop children's physical skills well. For instance, children jump, move swiftly and stand on their individual mat during physical games. Staff use activities and daily routines to help support children's mathematical awareness. For example, children use their fingers to count when singing nursery rhymes and calculate and subtract during imaginative activities. Staff encourage children's imagination well and children enjoy pretend play, such as making 'scrambled eggs' and using the kitchen equipment to act out what they know.

### Personal development, behaviour and welfare are good

Staff support children's understanding of healthy lifestyles well. For instance, they provide nutritious food and drinks. They are sensitive to children's care needs and ensure they have a good supply of water when taking children on trips on hot days. Staff help children to manage their feelings and behaviour effectively. For example, they are well behaved, take turns and share during activities and routines. Children learn to respect each other and have positive attitudes about wider society. For instance, staff celebrate different cultural festivals with them and act as positive role models, teaching children to understand and respect diversity. Children attend to their self-care needs well.

### Outcomes for children are good

Children are well prepared for their next stage in learning and for moving on to school. For example, they listen with interest to the noises adults make when they read stories. Children are able to follow instructions during activities and help to tidy away. Children have good social skills and their language is developing well. For example, young children use simple sentences and recall past events in the correct order as they share information about things they have done at home.

## Setting details

<b>Unique reference number</b>	EY491427
<b>Local authority</b>	Barking & Dagenham
<b>Inspection number</b>	1055939
<b>Type of provision</b>	Full-time 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>	4 - 2
<b>Total number of places</b>	24
<b>Number of children on roll</b>	19
<b>Name of registered person</b>	Trinity Playcentre
<b>Registered person unique reference number</b>	RP521052
<b>Date of previous inspection</b>	29 June 2016
<b>Telephone number</b>	07967517870

Trinity Playcentre registered in 2015. It is situated in Dagenham, in the London Borough of Barking and Dagenham. The provision 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 eight members of staff and, of these, five hold qualifications from level 2 to level 6. The provision receives funding to provide free education for children aged two, three and four years.

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