

# Trinity Pre-School

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



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|--------------------------|-----------------|
| <b>Inspection date</b>   | 19 June 2018    |
| Previous inspection date | 8 December 2015 |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|---|-------------------------|-------------|----------|
|   | 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 emotional security and have strong bonds with the children. They nurture children's developing confidence and self-esteem well.
- All children, including children who have special educational needs (SEN) and/or disabilities and children who speak English as an additional language, engage in a good range of interesting activities. The environment is planned well to meet children's individual interests and contributes towards their continued good progress.
- Staff provide a warm welcome to children and parents as they arrive, and children settle quickly. Staff have a lovely rapport with the children and speak to them in a respectful manner. Parents speak positively about the pre-school and are pleased with the progress that their children make.
- Children behave well. Staff are caring and are positive role models. For example, they help children understand how to take turns, share and be kind and respectful to others.
- Self-evaluation is effective. The manager has a good understanding of the strengths of the pre-school and the areas for future development.

### It is not yet outstanding because:

- Systems for tracking the progress of groups of children are not fully effective to help consistently raise outcomes for children to the highest level.
- Staff do not fully support parents to share information about what children can do and their achievements when they initially start attending the pre-school.

## What the setting needs to do to improve further

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

- build on the systems to track the progress of groups of children to raise outcomes to the highest level
- refine the system for gathering information from parents when children first start, to further understand children's capabilities.

### Inspection activities

- The inspector observed children's play and staff's interactions with the children and viewed the toys, resources and equipment.
- The inspector held discussions with the manager, staff, children and parents.
- The inspector carried out a joint observation with the manager.
- The inspector observed teaching practices and the impact these have on children's learning.
- The inspector looked at a range of documentation, including policies and procedures, staff's suitability checks and records of children's progress.

### Inspector

Jane Rushby

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff know what would cause them concern about a child's well-being. They understand how to report any concerns to protect a child's welfare. Staff ensure that children's safety is given a high priority. The premises are safe and secure, and children are well supervised. Managers use efficient systems for the recruitment, induction and ongoing support for staff, to help ensure children are cared for by suitable adults. Staff attend training to strengthen their skills. Transitions to school are well supported. Teachers are invited to visit the children at the pre-school. Information is shared with the teachers to help to ensure the continuity of children's learning and care.

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

Staff know the children well. They talk confidently about the stage children are at in their learning and development. Staff know what they need to do to support children's continuing progress. They are confident to carry through their findings into the planning of the activities. Children make good progress in their learning. Staff place a high priority on enhancing children's communication and language skills. For instance, staff encourage children to join in with their favourite songs and rhymes throughout the day. Children enjoy dancing to music as they sing. Younger children enjoy a range of sensory experiences. For example, they explore textures, paints and create sounds with instruments. Children sit happily with staff and listen to stories during group time. They interact with the parts of the story that they know. This contributes towards children developing early reading skills and an interest in books.

### Personal development, behaviour and welfare are good

Each child has a key-person with whom they develop a bond, helping them to settle quickly into pre-school life. This supports their emotional well-being effectively. Children have good opportunities to play outdoors. They enjoy being physically active, helping to develop their coordination skills by negotiating space on scooters and bikes. Children have the opportunity to learn about their local community and the wider world. Their individuality and differences are respected and celebrated. Children are encouraged to lead a healthy lifestyle. They are provided with nutritious snacks and have access to a well-resourced outdoor area. All children enjoy a well-organised environment. They can easily access toys and equipment to support their independence skills.

### Outcomes for children are good

All children develop strong skills to prepare them for their future learning and the eventual move on to school. Children enjoy using fishing rods to catch toy ducks. They are excited to recognise the number on the bottom of the duck. Children write the numbers on the blackboard to see who has the most. They develop early mathematical skills through everyday play. Staff support children well and encourage children to explore their own ideas and develop their critical-thinking skills.

## Setting details

|  |                          |
|--|--------------------------|
| <b>Unique reference number</b>                   | 322089                   |
| <b>Local authority</b>                           | Wakefield                |
| <b>Inspection number</b>                         | 1128149                  |
| <b>Type of provision</b>                         | Sessional provision      |
| <b>Day care type</b>                             | Childcare - Non-Domestic |
| <b>Registers</b>                                 | Early Years Register     |
| <b>Age range of children</b>                     | 2 - 5                    |
| <b>Total number of places</b>                    | 28                       |
| <b>Number of children on roll</b>                | 28                       |
| <b>Name of registered person</b>                 | Gloria Booth             |
| <b>Registered person unique reference number</b> | RP512316                 |
| <b>Date of previous inspection</b>               | 8 December 2015          |
| <b>Telephone number</b>                          | 07941 541 280            |

Trinity Pre-school Playgroup registered in 1985. There are currently eight members of childcare staff working directly with the children. Five of these hold appropriate early years qualification at level 3. The playgroup opens from Monday to Friday during term time. Sessions are from 8.30am until 11.30am. The pre-school provides funded early education for two-, three- and four-year-old children.

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