

Trinity Methodist Playgroup

Trinity Methodist Church, Hallam Crescent East, Leicester, Leicestershire
LE3 1FH



Inspection date	30 January 2019
Previous inspection date	27 October 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

Summary of key findings for parents

This is a provision that requires improvement

- The provider has failed to notify Ofsted about changes to committee members in a timely manner, to help ensure suitability checks are completed promptly.
- On occasions, staff do not make full use of activities to help build on children's understanding of numbers, shapes and measurements.
- The manager does not monitor and compare the progress made by different groups of children who attend the playgroup. This means possible differences in attainment between groups cannot be identified or addressed promptly in order to help narrow gaps in achievement.
- Staff do not give children enough time to put their thoughts into words while talking with them and asking questions.

It has the following strengths

- Staff establish positive partnerships with parents and help keep them fully involved in their children's learning. For instance, they regularly share activity ideas. This supports the continuity of learning at home.
- Children behave well. Staff offer praise and encouragement, and promote positive behaviour. This helps to develop children's self-esteem.
- The playgroup environment is warm and welcoming, and children develop a sense of belonging. For example, they form good relationships with other children.
- Teaching in the playgroup is good, overall. Staff build on children's interests when planning activities and organise the learning environment to encourage them to explore and investigate. Children make at least typical progress in their learning.

What the setting needs to do to improve further

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

	Due date
provide Ofsted with the required information about committee members so that the full assessment of their suitability can be completed in a timely manner.	01/03/2019

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

- provide more opportunities for children to extend their knowledge and understanding of numbers, space, shapes and measurements
- develop processes for monitoring and comparing how well different groups of children are progressing, in order to confirm that any gaps in achievement are identified and closed promptly
- provide more opportunities for children to develop their thinking and allow them time to answer questions and share their ideas.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the playgroup deputy manager.
- The inspector spoke with staff and children at appropriate times throughout the inspection.
- The inspector held a meeting with the playgroup manager and deputy manager. He looked at relevant documentation, and evidence of the suitability of staff working in the playgroup and of the committee members.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

Inspector
Peter Towner

Inspection findings

Effectiveness of leadership and management requires improvement

The provider has not complied with the legal requirement to supply Ofsted with the information required to check the suitability of all committee members. However, the impact of this is minimal as the members of the committee do not have unsupervised access to children. The manager does not monitor and compare the progress different groups of children are making. She is not able to confirm that, for example, children in receipt of funding are not making less progress than others. This means that staff cannot swiftly identify additional support to meet children's individual needs. Safeguarding is effective. Staff are secure in their knowledge about how to keep children safe. They deploy themselves well and know how to respond if they have concerns about a child's welfare. Suitable recruitment and induction procedures are followed to help ensure staff's suitability to work with children. Staff benefit from regular supervision meetings to discuss their professional development and training needs. Recent training has included playing and exploring, and active learning. This is beginning to have a positive impact on children's learning experiences.

Quality of teaching, learning and assessment is good

Staff are keen to further their own professional development and qualifications. They attend regular training sessions and join with other professional groups to help extend their knowledge and skills. Staff make regular assessments of what children can do well, and plan activities based on their needs and interests. They interact with children in a purposeful way and understand the different ways in which children like to learn. Staff support children to use equipment, such as scissors and play dough tools, effectively. Children roll, cut and squeeze the dough to make cut-out shapes and letters that relate to their names. This helps to develop children's small-muscle and literacy skills.

Personal development, behaviour and welfare require improvement

Weaknesses in leadership and management mean that the suitability of some committee members has not been assessed. The provider has not considered the potential impact this has on children's welfare. Children are happy and settle into the playgroup quickly. Staff supervise children effectively as they play. Children respond well to the routines of the day. They have plenty of opportunity to play in a well-resourced area. Children enjoy a range of healthy snacks, and the responsibility of clearing away their own plates after eating. They have many opportunities for physical play and benefit from being active daily. Children develop their physical skills well in activities, such as running, jumping climbing and sliding. Staff teach children important values, such as respecting the similarities and differences of others.

Outcomes for children are good

Children make good progress during their time at the pre-school. They are motivated to learn. Children listen and follow instructions well, such as when they tidy up and get ready to go home. They enjoy choosing what they want to play with. Children gain strong social skills and develop close friendships. They are confident and explore the stimulating environment. All children are prepared with the important skills they need for their future learning and eventual move on to school.

Setting details

Unique reference number	226920
Local authority	Leicester
Inspection number	10071633
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	28
Number of children on roll	27
Name of registered person	Trinity Methodist Playgroup Committee
Registered person unique reference number	RP519168
Date of previous inspection	27 October 2015
Telephone number	0116 2892182 0116 2332967

Trinity Methodist Playgroup registered in 1994 and is located in Leicester. The playgroup employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3, one at level 2 and one at level 5. The playgroup opens Monday to Friday from 9.15am to 12.15pm, during term time only. It provides funded early years education for two-, three- and four-year-old children.

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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