

Inspection of Trinity Wraparound Care

Trinity Anglican Methodist Primary School, Marjoram Way, Portishead, BRISTOL
BS20 7JF

Inspection date:

7 November 2019

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Staff provide a good range of experiences that complement children's learning and the routines of their school day. They accurately consider that some children need time to relax with their friends and others need opportunities to be physically active. Children enjoy their time outside and make decisions about their play. For example, they use bats and balls, playing cooperatively as they aim, hit and chase the ball companionably. There are good opportunities for children to play and learn together, such as engaging in parachute games. This helps children gain good physical and social skills.

Staff are good role models for the children, encouraging them to be polite and well-mannered. They engage children in conversations, listening to their responses and encouraging them to communicate effectively. Children behave well, and they show respect for each other and their possessions. Familiar routines, such as completing a clapping rhythm, encourage them to pay attention and listen to instructions.

Leaders and managers evaluate the provision well and have high expectations for the children who attend. They have considered how the hall is organised and now ensure that resources are available to children as they arrive. They have considered children's views, and the signing-in process for the club has changed so that children do not sit for too long before being able to play.

What does the early years setting do well and what does it need to do better?

- Staff spend time with new children and help them to explore the environment, such as introducing the 'Reception-only corner'. They remind them that if an older child comes into this area and they do not want them to play, they can ask them to leave and older children will listen. They provide reassurance to those who are upset and quickly find out what they would like to play with, supporting their emotional well-being successfully.
- When children start, staff gather good information from parents to help meet children's individual care needs effectively. However, they do not always gather as much information from parents regarding children's interests and current learning to plan initial experiences even more successfully.
- Staff work closely with the school, especially to help younger children during the induction period. This helps children to feel comfortable with a familiar member of staff when they start at the club. These close links with the school provide continuity for those children with special educational needs and/or disabilities. Staff share action plans and ensure they adapt the environment and routines to meet children's needs.
- Staff organise the environment and resources effectively overall, and encourage

children to be involved in the planning of activities. Children explore their creativity well. They confidently talk about what they have built with the plastic bricks and talk about the significance of Remembrance Day while they make poppies.

- Children develop good independence. They take responsibility for their possessions, ensuring they hang their coats and bags up on arrival. They dress themselves for outdoor play and help themselves to drinks when they are thirsty. Children respond well to requests to help to tidy away without any fuss, showing a good understanding of the behavioural expectations.
- The provider uses safer recruitment procedures well to ensure all staff are suitable to work with children. Managers complete regular performance development meetings to raise the quality of staff knowledge and interactions to support children in their future learning.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a good understanding of their roles and responsibilities to protect children from harm and the procedures to follow should they have concerns. Staff use risk assessments effectively and help children understand the procedures to keep them safe. For example, staff provide clear explanation to help children understand why some areas of the playground are not in use. Staff ensure they are fully aware of who may collect the children and follow robust procedures to protect children.

Setting details

Unique reference number	EY562124
Local authority	North Somerset
Inspection number	10124793
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Out-of-school day care
Age range of children	4 to 11
Total number of places	30
Number of children on roll	300
Name of registered person	Future Stars Coaching Ltd
Registered person unique reference number	RP562123
Telephone number	01275 397710
Date of previous inspection	Not applicable

Information about this early years setting

Trinity Wraparound Care is run by Future Stars Coaching Ltd and registered in 2018. It is situated in Portishead, operating from Trinity Anglican Methodist Primary School. It provides care daily from 8am until 9am and from 3.15pm until 6pm during school term times, and from 8am until 5pm during school holidays, for children who attend the school. Future Stars employs five members of staff to work directly with the children. This includes a member of staff who holds early years professional status, one who holds a level 6 sports degree and another with level 3 coaching qualifications.

Information about this inspection

Inspector

Rachael Williams

Inspection activities

- The inspector completed a learning walk with the manager of areas used by the setting to find out how they are organised and the range of activities on offer.
- The inspector spoke with the provider, managers, staff, parents and children at convenient times during the inspection.
- The inspector observed staff interactions as children played inside and outside.
- The inspector sampled a range of documentation, including the suitability checks for staff.

We carried out this inspection 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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