

Inspection of Trinity Children's Centre

2 Knowl Road, MIRFIELD, West Yorkshire WF14 8DQ

Inspection date: 12 January 2022

Overall effectiveness	Inadequate
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Inadequate
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Leadership and management	Inadequate
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is inadequate

There are significant weaknesses in safeguarding practice that compromise children's welfare. For example, staff, the manager, who is also the setting's designated person for safeguarding, and chair of the committee do not implement the setting's safeguarding policies and procedures in practice. They have a weak understanding of how to identify and respond to the signs that indicate a child might be at risk of abuse. This does not help safeguard children and protect them from risk of harm.

Despite this, the new management team have worked hard to drive improvements in the quality of the learning environment and educational programmes on offer for children. The manager and staff have high expectations of what children can achieve. They plan a suitably challenging and engaging curriculum for all children, including children with special educational needs and/or disabilities (SEND). Children are enthusiastic and motivated learners. They thoroughly enjoy singing songs and reading books with staff and their friends. Children eagerly join in and complete actions while singing nursery rhymes and retelling familiar stories. These daily experiences help to build on children's communication, language and literacy skills. Children demonstrate high levels of confidence and self-esteem. They play cooperatively, share and take turns with their friends. Children's behaviour is good.

The manager and staff are aware of the impact that the COVID-19 lockdown has had on children's learning and development. They have provided targeted support and interventions to help children settle back into the setting and develop their communication and language skills. Children have benefited well from this and continue to make good rates of progress.

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

- The manager and committee do not have a clear enough oversight into the setting's operations. They have failed to identify and take appropriate action to address areas of weakness in the manager's and staff's safeguarding practice. This does not help to safeguard children and protect them from risk of harm.
- The arrangements for the supervision of staff are not fully effective. The manager and staff do not receive the targeted support, coaching and training that they need to fulfil all of their roles and responsibilities. As a result, the manager and staff do not understand how to recognise and respond to child protection concerns. They do not implement the setting's safeguarding policies and procedures in practice.
- The management team evaluates the quality of activities on offer for children and the impact this has on their learning. However, they do not consistently identify areas where staff can strengthen and improve their knowledge and skills

even further, to help raise the quality of teaching to a consistently higher level.

- Staff and the management team build strong and effective relationships with parents, carers and external professionals involved in a child's care. This helps to ensure that all children, including children with SEND, receive the individual support that they need in their learning.
- Staff skilfully support children to develop their mathematical knowledge and skills. For example, children measure the distance their vehicles have travelled in a race. Staff encourage them to compare these with their peers to work out which vehicle travelled the furthest. Children complete simple mathematical calculations and learn that the total number in a group changes if they add one more. This helps to develop children's thinking skills and prepares them well for their future learning.
- Children develop good physical skills during outdoor play. They navigate the climbing equipment well and develop good levels of spatial awareness as they move around on tricycles, bicycles and scooters. Staff support children to think about their personal safety and how to take safe risks during their play. However, due to the significant breaches of the statutory requirements, children's personal safety and welfare cannot be assured.
- Children learn about the importance of keeping their bodies healthy. For example, they learn how to take care of their oral hygiene during planned activities and on trips to the local dentists. This helps children develop an understanding of how to look after themselves.
- Staff plan a range of stimulating and engaging activities and learning experiences to help build on children's understanding of the wider community. Parents speak fondly of the opportunities children have to go on daily walks. They talk about the recent trip to the park, where children bought their own bus and train tickets for the journey. This helps to extend children's understanding of the world beyond their own experiences.
- The manager uses additional funding effectively to enrich children's learning experiences. For example, she uses funding to provide small group activities and one-to-one interventions for children who require additional support in their learning.

Safeguarding

The arrangements for safeguarding are not effective.

Staff and the manager do not have a clear understanding of the setting's safeguarding policies and procedures. For example, they do not implement the setting's medication procedures to help ensure the safe administration of medicines to children. This compromises children's health and well-being. The manager does not take swift action to share information with the relevant agencies, when concerns arise about a child's welfare. The manager does not know the procedures to follow if a child arrives at the setting with an existing injury, or in the event an allegation is made against a member of staff. Furthermore, she does not take all of the necessary steps to ensure that staff remain suitable to work with children. This compromises children's safety and leaves them at potential risk of harm.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
implement the setting's child protection policies and procedures in practice to safeguard children, particularly regarding how to respond to allegations made against a member of staff	07/02/2022
provide staff and the manager, who is also the designated person for safeguarding within the setting, with safeguarding training to ensure that they understand how to identify and respond to child protection concerns	07/02/2022
implement the setting's medication policy and procedure in practice to ensure the safe administration of medicines to children	07/02/2022
take steps to ensure all staff are suitable to work with children.	07/02/2022

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

- improve the supervision of staff to ensure that they receive the support, coaching and training that they need to better understand all of their roles and responsibilities
- use evaluation to identify aspects where practice can be improved and strengthened to enhance the quality of teaching to a consistently higher level.

Setting details

Unique reference number	EY482630
Local authority	Kirklees
Inspection number	10214029
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 10
Total number of places	68
Number of children on roll	196
Name of registered person	Trinity Pre-School Committee
Registered person unique reference number	RP519330
Telephone number	07970 270327
Date of previous inspection	19 November 2015

Information about this early years setting

Trinity Children's Centre registered in 2014. The setting opens Monday to Friday all year round, except for one week between Christmas and New Year. Sessions start from 7.30am until 6pm. The setting employs 15 members of childcare staff. Of these; nine members of staff hold suitable qualifications at level 3, one at level 4, one at level 6, and one holds early years teacher status. The setting provides funded early education places for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jennifer Dove

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- We carried out this inspection as a result of a risk assessment, following information we received from the provider.
- The deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The manager and special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- Parents, carers, staff and children shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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