

Inspection of Trinity Early Learners

Trinity Methodist Church Centre, Royland Road, LOUGHBOROUGH, Leicestershire
LE11 2EH

Inspection date: 10 January 2023

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Children's welfare needs are not met well enough. Staff, including the designated safeguarding lead, do not recognise that, for example, delays in a child's development could be part of a wider concern. There is a lack of confidence from staff about child protection matters. As a result, concerns about the welfare of children may not be swiftly identified and acted upon.

Children are not provided with opportunities and experiences that support their progress. Children's interests are followed, but staff do not use these interests to build on children's prior knowledge and skills. Subsequently, some children move on to school without the independence skills needed and with delays in their communication and language development.

Children show that they are happy in the setting, as they laugh with their friends and confidently ask visitors to join in with their games. For the most part, children are kind to each other and respectful of their environment. However, the lack of engaging interaction from staff often results in children wandering around the room, seeking ways in which to keep themselves occupied and entertained. This leads to a chaotic environment.

When children are guided by staff they show enthusiasm for an activity and a keenness to learn. For example, they enjoy walking across a balance beam and being challenged to walk on their tiptoes. As children jump off the beam, they smile at staff. They understand they need to wait for their turn and most do so patiently. This supports their physical development and helps them to understand some expectations for behaviour.

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

- Staff and the manager lack sufficient understanding of how to support children's learning in a developmentally appropriate way. For example, three-year-old children enjoy making marks and are encouraged to write their name. However, despite some children not yet understanding the marks they write, or being able to form any letter shapes, staff moved on to providing books about numbers so that children could copy the numbers.
- Staff do not have an accurate assessment of where children are with their development. They do not know how to develop a suitable curriculum that builds on what children already know and can do. For example, children take part in an activity about jungle animals. Staff explain that they want children to learn about the texture of animals, their size and what they like to eat. However, some children are not yet sure of the names of the animals. As well as this, some children have delayed speech development, which has not been swiftly picked

up by staff. Therefore, appropriate interventions have not been put in place.

- The key-person system is not effective. For some children, their allocated key person is available to them for only some of the time they attend the setting, and other staff who care for them do not understand where those children are in their development, or what they need to learn next.
- Parents mostly speak positively about the setting. They say their children enjoy attending and that the staff are always friendly and caring. However, staff and the manager have not successfully found ways to engage parents in supporting their children's learning and development. Parents report there is no regular communication with staff about the children's development. Some parents do not know how well their child is developing or how to support them to make progress at home. Other parents are unaware of who their child's keyworker is.
- Staff support children to develop a healthy lifestyle. At snack time, staff and children have relaxed conversations about what children are eating. Children are keen to talk with staff about foods they have tried before at home. They excitedly tell staff that they have tried a new food at snack time. Staff support children to learn about healthy and unhealthy foods.
- The manager does not monitor staff practice effectively. In turn, neither the manager nor the staff receive regular feedback, supervision, coaching or mentoring that supports continuous improvement. As a result, weaknesses in the quality of education are not identified and addressed and children receive a poor quality education.

Safeguarding

The arrangements for safeguarding are not effective.

Staff understand some aspects of child protection, such as the signs of physical abuse. However, they do not recognise that, for example, poor behaviour in children, alongside developmental delays, and parents' reluctance to engage with the setting and/or other agencies, are a concern. Children are therefore, not receiving the necessary support they need to effectively promote their welfare and learning. There is a lack of confidence, from both staff and the designated safeguarding lead, in recognising when a child may be a risk of exposure to radicalisation or extremism. The manager demonstrates she would make a child protection referral if it was identified, but is unsure about the roles of different agencies.

What does the setting need to do to improve?

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

	Due date
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plan challenging and enjoyable experiences for each child in all areas of learning and development, with a focus on the prime areas of learning	20/02/2023
ensure staff know children's stage of development and interests, and use the information to shape teaching and learning experiences	20/02/2023
ensure staff are alert to issues in a child's home life and elsewhere that are a potential safeguarding concern, and ensure staff are confident in recognising if a child may be exposed to radicalisation and extremism	20/02/2023
ensure there is an effective key system in place, so that children's care and learning is consistently tailored to their needs	20/02/2023
put in place an effective system for monitoring staff practice, supervision coaching and mentoring, to raise the quality of education	20/02/2023
ensure there is a two-way flow of information with parents, so they know where their children are with their learning and development and how they can support them at home.	20/02/2023

Setting details

Unique reference number	226313
Local authority	Leicestershire
Inspection number	10234399
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 at time of inspection	2 to 4
Total number of places	26
Number of children on roll	29
Name of registered person	Trinity Early Learners Committee
Registered person unique reference number	RP905259
Telephone number	01509 261271
Date of previous inspection	30 March 2017

Information about this early years setting

Trinity Early Learners registered in 2015. It is located in Loughborough, Leicestershire. The setting employs five members of childcare staff, all of which hold appropriate early years qualifications at level 3. The setting opens Monday to Friday during term time. Sessions are from 9.15am until 12.15pm and on Tuesday and Wednesday until 3.45pm. The setting provides funded early education for children aged two, three and four years.

Information about this inspection

Inspector
Emily Lofts

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the provision.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Staff spoke to the inspector during the inspection.
- The inspector carried out joint observations of a group activity with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working at the pre-school.

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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