

# Inspection of Trinity Pre-School

Trinity Methodist Church, Norton Road, Wakefield WF1 4LH

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Inspection date: 22 February 2023

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Good

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

Children arrive cheerfully and confidently at the pre-school. There is a happy atmosphere throughout the morning. Support for children's happiness and well-being is more successful than other aspects of their learning and development. Children show that they feel safe with staff. Staff have created a warm, welcoming environment that helps children to settle and supports their good behaviour. The bilingual staff further develop the welcoming atmosphere. Due to the pleasant relationships, children soon become very confident and independent. Parents are very pleased with how quickly their children have settled.

Children love to sing and dance. They join in enthusiastically with well-known songs that support their early language skills. Parents confirm that their children often sing 'The Wheels on the Bus' or 'Twinkle Twinkle Chocolate Bar' at home. However, some parents add that they do not know the songs well enough to help their children. Staff acknowledge the impact that the COVID-19 pandemic has had on children's development and well-being. They have worked hard to minimise the impact by supporting children's confidence. Importantly, they acknowledge where they need to do more. The manager checked that all children were safe at home during periods of lockdown.

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

- The manager and deputy are ambitious about the future for the pre-school. They also acknowledge the work that needs to be done. Staff are undergoing training that is likely to have a positive impact on children's learning. For example, ongoing training to support children's language is beginning to improve children's communication skills. However, this is not yet consistently implemented by all staff. For example, some staff use closed questions, asking, 'what is it?', rather than modelling a rich conversational dialogue.
- Staff get to know the children and their families well. They are sometimes very insightful about children's needs. This helps them to plan for children's continued learning. However, not all staff are aware of how to help children to alter their behaviours or extend their vocabulary. This includes children who speak English as an additional language and those with special educational needs and/or disabilities. This is because children's precise next steps are not shared effectively.
- Children access a range of interesting activities during periods of free play. There is a clear focus on enjoyment, fun and confidence. Some staff step in capably to support children's learning as part of the play. For example, when children become interested in the animals, skilled staff help them to look at similarities and differences. They introduce new vocabulary about the animals and help children to sort them into species. However, some staff are less

confident, which means the quality of teaching is inconsistent.

- Children's health and well-being are promoted effectively. They enjoy their healthy snack of sandwiches and fruit. Older children capably wash their hands after using the toilet. Younger children are supported with this. Staff are vigilant in helping younger children to wipe their noses. More able children access the tissues themselves and put the tissue in the bin with the minimum of adult support. This supports their good health at the setting and at home. It prepares them well for life outside pre-school.
- Children are encouraged to be independent from the outset. They capably put their own coats on. The most able children show how staff taught them to put their coats on. They do this very well. Children post their name cards to show they have had their snack. They confidently help themselves to what they need for their play. Children are secure in the routines for snack and group activities. This supports their good behaviour because they know what is expected of them.
- Children benefit from free access to the outdoor area throughout the morning. The focus is mostly on children's physical development. They improve their strength and balance as they pedal the wheeled toys and run around the space. Staff know which children do not access outdoor play at home and encourage them to enjoy the fresh air and exercise.

## Safeguarding

The arrangements for safeguarding are effective.

Staff attend safeguarding training to make sure that they keep their knowledge up to date. They are aware of the risks that children might be exposed to in their homes and in the wider community. Staff know how to secure support for children who might be at risk of harm. Staff help children to learn how to keep themselves safe as they play. They remind them to ride the bikes carefully, without inhibiting their play. They also supervise children vigilantly as they play outside.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
be more precise about children's individual learning needs when planning the curriculum, ensuring that clearly defined learning intentions are shared effectively with all staff and parents	28/04/2023

carefully monitor and reflect on the quality of staff interactions with children so that consistency can be improved.	28/07/2023
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## Setting details

<b>Unique reference number</b>	322089
<b>Local authority</b>	Wakefield
<b>Inspection number</b>	10277660
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	28
<b>Number of children on roll</b>	27
<b>Name of registered person</b>	Booth, Gloria
<b>Registered person unique reference number</b>	RP512316
<b>Telephone number</b>	07941 541 280
<b>Date of previous inspection</b>	19 June 2018

## Information about this early years setting

Trinity Pre-school Playgroup registered in 1985. There are currently seven members of childcare staff working directly with the children. Three of these hold appropriate early years qualifications 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.

## Information about this inspection

### Inspector

Pat Edmond

## 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.
- The inspector observed the quality of care and teaching, and assessed the impact this has on children's learning, development and welfare. The inspector also carried out a joint observation with the manager.
- The inspector spoke with parents, staff and children during the inspection. Their views were taken into account.
- The inspector looked at a sample of documents and records. This included evidence of the suitability of staff working in the provision and a range of other documentation that is required for the safe and effective management of the provision.
- The provider showed the inspector the premises and equipment used by children, indoors and outdoors. They discussed how they make sure it is safe and suitable.

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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