

Inspection of Trinity Playcentre

130-132 Church Elm Lane, DAGENHAM, Essex RM10 9RL

Inspection date: 14 March 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 good

Children are happy to attend this setting. They are nicely settled and display a positive attitude to learning. Children form strong and warm relationships with the staff, who support their emotional well-being, self-esteem and resilience. Children are very familiar with the setting's established routines. For example, as soon as children arrive at the setting, they proudly find their name tags and post them in a letter box, showing good early reading skills. Staff encourage children to talk about how they are feeling, to learn more about their emotions and how to manage them.

Children navigate around the setting with curiosity and interest, choosing activities that spark their interest and excitement. Staff often use visual prompts and cues to support children who speak English as an additional language. Children enjoy pretending to serve drinks and food in the home corner. They use their previous experiences to engage in role play with their peers, which helps them to strengthen their social interactions. Children enjoy exploring messy activities, where they have meaningful opportunities to investigate different textures and mix different colours. Staff support the children to explore, discover and make their own predictions. They learn that mixing red and blue makes purple. As a result, children feel proud and accomplished. Children also enjoy making their own healthy choices at snack time. This helps to boost their self-esteem and confidence.

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

- Staff offer a rich environment with plenty of meaningful learning opportunities. Children choose the activities they would like to explore. They learn to share and take turns with ease and confidence. For example, children take it in turns to decide what song they would like to sing next. They enjoy their favourite nursery rhymes and smile and giggle with excitement.
- Staff model language well and engage in conversations with the children. They use open-ended questions and introduce new vocabulary. However, staff do not use all opportunities to encourage younger children, or children requiring further support, to repeat these words to secure their knowledge.
- Children have good opportunities to build on their fine motor skills. They concentrate well to trace patterns and shapes, to build on their pencil control and hand-to-eye coordination. Staff talk to the children about their pictures and praise them for their achievements.
- Children enjoy exploring different media and materials to create beautiful cards. They concentrate well for extensive periods of time and persevere when challenges occur. This helps support children's creativity and imagination, as well as their fine motor skills and dexterity. Children are happy to display their own cards, smiling and feeling very proud.

- Children enjoy books and develop a passion for reading. For example, they really enjoy listening to their favourite story about the 'The Gruffalo's Child'. They look at the pictures with curiosity and great interest and engage in discussions with their peers. This helps to support children's literacy skills and imagination.
- Staff have good knowledge of children's learning. They understand what children need to learn next and use information from their observations of children to guide their planning. Staff also support children who speak English as an additional language by using visual cues and modelling language effectively. However, occasionally, staff do not identify when children need more challenge to extend their learning further.
- Leaders' vision for their setting is ambitious. They continuously strive to improve the quality of care and education to benefit all children. This includes working in close partnership with external agencies and offering additional support to children with special educational needs and/or disabilities. Leaders value their team's well-being and career development. They organise regular meetings and training to ensure they keep their knowledge up to date.
- Parents have a good rapport with all staff. They are highly positive about the setting's approach to children's learning. They praise the flexibility and inclusiveness of leaders and staff. Parents regularly meet with staff to discuss their children's progress and how to support their learning at home

Safeguarding

The arrangements for safeguarding are effective.

Staff and leaders have a good knowledge and understanding of safeguarding, including wider aspects such as female genital mutilation and county lines. They have effective and accurate policies and procedures in place to guide them, which they review regularly and share with parents. Staff and leaders understand the importance of following the correct procedures to report any concerns to relevant professionals to protect children from harm. Staff and leaders complete regular training to keep their safeguarding knowledge current. Staff take steps to ensure that the setting and garden are safe. They carry out regular risk assessments, which help to assure children's safety and welfare.

What does the setting need to do to improve?

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

- provide opportunities for children to hear and learn a wider range of new words to broaden their vocabulary, particularly for younger children and children who require extra support
- strengthen the quality of teaching and education to ensure children benefit from extensive and challenging learning opportunities.

Setting details

Unique reference number	EY491427
Local authority	Barking and Dagenham
Inspection number	10276149
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 4
Total number of places	24
Number of children on roll	44
Name of registered person	Trinity Playcentre
Registered person unique reference number	RP521052
Telephone number	0208 592 4768
Date of previous inspection	3 July 2017

Information about this early years setting

Trinity Playcentre registered in 2015. It is situated in Dagenham, in the London Borough of Barking and Dagenham. The setting operates from 9am to midday and from 12.30pm to 3pm each weekday, during term time. It employs eight members of staff and, of these, five hold qualifications at level 2 or above. The setting receives funding to provide free education for children aged two, three and four years.

Information about this inspection

Inspector

Anca Sandu

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 manager and has taken that into account in their evaluation of the provider.
- The inspector discussed with the manager how the curriculum is organised and what they want children to learn.
- The inspector observed the quality of teaching and education, outdoors and indoors, and assessed the impact this has on children's learning.
- The inspector spoke with the staff at appropriate times throughout the inspection.
- Children spoke with the inspector about the activities they were doing.
- The inspector carried out a joint observation with the manager.
- Parents spoke about the setting to the inspector, who took account of their views.
- The inspector held a meeting with the manager and senior staff members. She looked at relevant documentation and reviewed evidence of the suitability of the staff working at the setting.

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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