

Inspection of Trinity Play Centre (Sutton Coldfield) Ltd

Trinity Play Group, Duke Street, SUTTON COLDFIELD, West Midlands B72 1RJ

Inspection date: 23 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 settle quickly at this nurturing and caring nursery. They form strong relationships with staff. Babies smile at staff and enjoy cuddles for comfort, and older children enjoy talking to staff and inviting them to join in their games. Staff have high expectations for children, and children demonstrate excellent behaviour. Children develop their communication skills well. For example, they join in with a range of familiar nursery rhymes and ask and answer engaging questions in their play. Children enjoy imaginative play. For example, they make mud pies outside, scooping and stirring mud while discussing their toppings with staff. Inside, children make cakes with malleable materials, singing as they play.

Children benefit from engaging learning experiences at this inspiring nursery. For example, pre-school children learn about planting and growing as they plant sunflower seeds together. They use their mathematics skills to count out how many spoons of soil they need and then talk about what plants need to grow. Children are exposed to a range of opportunities to develop their physical skills. For example, babies crawl and pull themselves up on toys that are at their level, and older children practise their pencil control and cutting skills as they create a range of pictures.

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

- There is a strong process in place for finding out what children know and can do when they first start. When children are settled, the assessment process is equally as strong. Staff use daily observations and regular assessments to identify gaps in learning. These assessments are used to identify children's next steps and inform staff's planning. Due to this, children make good progress from their starting points.
- The manager plans an ambitious and sequential curriculum. Staff have high expectations of children and plan activities that inspire learning and support children's development. Older children are exposed to learning opportunities that help to prepare them for school. For example, pre-school children are taught about seasons, days of the week and weather as they discuss their daily calendar in circle time. Children learn to recite the days of the week in order and to discuss the different seasons.
- Behaviour is excellent. Children are aware of the nursery rules and routines and follow them with ease. However, sometimes, the daily routine means that children are sat waiting for extended periods of time. This means that, at times, children become disengaged or frustrated.
- Key persons know their key children extremely well. They are highly attuned to children's interests and needs and plan to support children with their next steps in learning. Key persons are skilled in the resourcing of the environment, using

children's interests to engage them in the areas where they need more support.

- Staff encourage children to be independent. They pour their own drinks, feed themselves and put on their own coats and shoes. At snack and lunchtime, staff encourage children to peel their own fruit and dish up their own vegetables.
- There is a strong emphasis on modern British values in the nursery. Staff encourage children to make their own decisions throughout the day. Children learn about similarities and differences well. They talk about what makes them different and special and celebrate various cultures and religions. Children learn about different family compositions.
- Parents speak extremely highly of the nursery. They praise the staff team and explain that they go above and beyond with the support they offer to families, particularly in times of need. Parents say communication is excellent. They know who their child's key person is and are kept informed about key dates. They say they are informed of their child's progress and next steps in learning. Parents say they receive tips to help support their child's learning at home.
- The manager is reflective and is able to identify the strengths and areas for development. She ensures that all mandatory training is in place. However, not all staff have had the opportunity to access further professional development opportunities to support them to enhance their knowledge and skills.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand their responsibilities to protect children from harm. They know the signs and symptoms that are potential indicators of abuse. Staff know the procedures they must follow should they have concerns about a child's welfare. They know the procedure to follow if they have a concern about the conduct of a colleague. The manager follows safer recruitment processes to ensure the suitability of staff who work with children. Staff place a high priority on health and safety in the setting and regularly check the premises in order to ensure it is safe and suitable for children.

What does the setting need to do to improve?

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

- build on routines to minimise waiting times for children and increase learning and play time
- enhance professional development opportunities for staff in order to raise the quality of their teaching and the education delivered to the very highest level.

Setting details

Unique reference number	EY422534
Local authority	Birmingham
Inspection number	10265220
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	0 to 4
Total number of places	50
Number of children on roll	32
Name of registered person	Trinity Play Centre (Sutton Coldfield) Limited
Registered person unique reference number	RP530403
Telephone number	01213549725
Date of previous inspection	30 May 2017

Information about this early years setting

Trinity Play Centre (Sutton Coldfield) Ltd registered in 2010. The provider employs seven members of childcare staff, five of whom hold appropriate early years qualifications at level 3. The nursery operates Monday to Friday, from 7.45am to 6pm, all year round. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Laura Reason

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 conducted a learning walk with the manager and discussed the curriculum and what they want their children to learn.
- The inspector held discussions with the manager of the nursery to discuss how the setting is organised. The inspector looked at relevant documentation, including the suitability of staff working in the nursery.
- The manager and inspector carried out a joint evaluation of an activity. The inspector observed the quality of teaching throughout the inspection and discussed the impact this has on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views of the setting.
- The inspector spoke to staff and children at appropriate times during the inspection.

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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