

Inspection of Trinity Methodist Playgroup

High Street, Lowestoft, Suffolk NR32 4HU

Inspection date:

18 May 2023

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is good

The pre-school is a calm, friendly environment. Children arrive happily, warmly welcomed by smiling staff. They quickly settle and are confident learners. They choose where to play and who to play with. Children are curious as they explore the range of resources available to them. They really enjoy the company of staff and ask them to play with them or get items to add to their play. Children play well together and have active imaginations to create make-believe games. Staff set up a pretend campfire, which really sparks the children's interests, and they enjoy roasting pretend marshmallows. Children learn about hygiene and brush their teeth after snack, proudly showing staff their clean teeth.

Children listen and behave very well. They respect the staff and respond to their instructions. Children are interested in visitors and demonstrate their confidence as they eagerly ask them questions. They are articulate and narrate their play, telling each other what they are making with their play dough. Staff help to develop their communication through the introduction of new vocabulary. Children thoroughly enjoy books and animatedly join in at story time, showing their excitement as the flaps are lifted. They enjoy singing and request their favourite songs.

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

- Staff plan a curriculum that captures children's interests. They observe the children throughout the week, and alongside their interests, the observations are used as a base for following weekly plans. This helps children to engage in the resources and activities on offer.
- Children's independence is developing through some daily tasks. For example, they self-register their attendance on arrival. However, at times, staff do not make the best use of opportunities to encourage children to do more for themselves, to extend their independence even further.
- Staff create numerous opportunities for children to develop their physical skills. They enable children to take small risks. For example, children like to stand on the bench so that they can look over the fence at the people walking by and the cars. They are aware of the word 'safe' and understand the boundaries to keep themselves safe. They often remind each other of the rules. Staff implement and follow their risk assessments.
- Children are fascinated as they paint with water on the concrete and wait for it to disappear in the sun. They marvel when they find a worm and watch patiently as it disappears in the soil. Staff involve children in gardening, and children take an active interest. The garden has a range of herbs, which children use in their mud kitchen. They plant fruit and vegetables and learn about growing food, which they eventually enjoy for snack.
- Staff encourage children to use mathematics in their everyday play, as well as in

planned activities. They capably use mathematical words to compare size as they discuss the height of a giraffe.

- Children with special educational needs and/or disabilities are very well supported. Staff work with other professionals and have high aspirations for the children. They understand and know the children well, and alongside their parents, they implement strategies to support their individual needs. As a result, children are making good progress in their learning.
- Parents speak very highly of the pre-school and comment about their good communication, noting the regular parents' evenings. They feel well informed and involved in their child's development. Staff arrange for visitors, such as members of the police, fire service and the local residential home, to visit the children. This broadens children's knowledge of the world around them.
- The manager encourages staff to choose and attend training courses of interest, as well as mandatory courses. She has good transition arrangements in place to support children's move to school.

Safeguarding

The arrangements for safeguarding are effective.

All staff have attended child protection training. They can identify potential abuse and know where to record and report their concerns. They have a written policy in place with the contact details of external agencies. In addition, staff have a noticeboard with the same information for quick reference. Staff are aware of the wider safeguarding risks, such as county lines. The manager and committee have effective processes in place to monitor staff's practice through regular supervision. Recruitment procedures are robust and ensure that all staff are suitable to work with children.

What does the setting need to do to improve?

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

- provide children with further opportunities to allow them to be even more independent.

Setting details

Unique reference number	251700
Local authority	Suffolk
Inspection number	10285546
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	24
Number of children on roll	24
Name of registered person	Trinity Methodist Playgroup Committee
Registered person unique reference number	RP905026
Telephone number	01502 531562
Date of previous inspection	10 October 2017

Information about this early years setting

Trinity Methodist Playgroup registered in 1971. The playgroup employs four members of childcare staff, all of whom hold appropriate early years qualifications at level 2 and above. The playgroup opens from Monday to Friday, term time only. Sessions are from 9am until 1pm, Monday, Tuesday, Thursday, Friday, and 9am to midday on Wednesday. The playgroup provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Emily Holt

Inspection activities

- This was the first routine inspection the playgroup 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 provision.
- The provider and the inspector carried out a joint observation together.
- The provider and the inspector discussed their curriculum and what it is that they want the children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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