

# Inspection of Trinity Early Learners

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

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Inspection date: 14 June 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Inadequate

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

### The provision is good

Staff greet children at the door with warm smiles and a friendly hello. The children arrive eager and confident to play and learn. Staff support the children to play games with their friends, teaching them to share, take turns and work together as a team. Children laugh and giggle as they take part in parachute games, working together to bounce beanbags off the parachute. Staff praise children for their efforts and achievements.

Staff ensure that children have the opportunity to play and exercise in the fresh air each day. Children practise their physical skills as they climb over an A frame and complete an obstacle course. Staff closely supervise children as they take appropriate risks, being on hand should a child need help or support to climb or balance. Staff encourage the children in their care to be inquisitive and confident learners. The children delight as they find insects in the garden. Staff foster children's love of insects, talking to them about the creatures they have found, encouraging the children to share what they know about them. Staff support the children to count and use number in their play and they introduce children to mathematical language. Children confidently count the number of spots on a ladybird and talk about its size.

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

- The manager and staff have made significant improvements since the last inspection. They have created a curriculum that encourages children to develop the skills that they will need to gain in order to be ready for their eventual move to school. Staff gain information from parents, and from observations of children, to help them identify children's individual interests. They use this information well to plan activities that they know children will enjoy and will help them build on what they already know and can do.
- Children with special educational needs and/or disabilities are well supported. The special educational needs coordinator (SENCo) works with the child's key person, parents and external agencies to access the right support and any additional funding that the child is entitled to. Additional funding is used appropriately by the manager and SENCo to meet the individual needs of children and support them to make the best progress within their learning and development.
- Staff place a focus on supporting children's language and communication skills, particularly for children that have delays. Small-group activities give less confident children the opportunity to retell familiar stories using props. Staff ask the children open-ended questions, they give children time to respond and closely listen to what they are saying. However, the staff have not yet fully considered how to support children who speak English as an additional language

to use their home language within the setting.

- Parents speak highly of the staff that look after their children and the bond that their child has with them. They comment that their children enjoy attending and have a lot of fun at the setting. Staff work closely with parents to keep them updated about their child's time at the setting. Parents credit the progress that their children are making within their development to the experiences and support that their child receives while at the setting. However, children's next steps in learning are not effectively shared with parents to enable them to extend children's learning at home.
- Staff support children to develop their independence. Children are supported to pour their own drinks and serve their own snack. Any spills are quickly and swiftly cleaned up to prevent any accidents. However, children are not learning how to keep themselves healthy. Staff do not talk to children about what constitutes a healthy diet and why it is important to wash their hands before eating.
- Staff support children to learn about the traditions, cultures, and festivals that others within their community celebrate effectively. They encourage children to be aware of, and proud about, what makes them unique and individual.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand their responsibility to ensure the welfare of the children within their care. They know the procedures to follow to report a concern about a child and how to escalate their concerns to the local safeguarding partners. Staff are able to explain the steps that they would take should they have any concerns about the suitability or the conduct of a colleague. Staff check the premises, equipment and toys daily to ensure that they are safe. They regularly practise emergency evacuations, so that children know what to do in the event of a fire.

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

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

- support children to use their home language at the setting, during every day play and learning activities
- encourage parents to support their children's learning and development at home
- help children to learn about the benefits of healthy eating, and good hygiene practices.

## Setting details

<b>Unique reference number</b>	226313
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10276998
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare 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>	26
<b>Number of children on roll</b>	27
<b>Name of registered person</b>	Trinity Early Learners Committee
<b>Registered person unique reference number</b>	RP905259
<b>Telephone number</b>	01509 261271
<b>Date of previous inspection</b>	10 January 2023

## 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

Teresa Lester

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the manager and has taken that into account in their evaluation of the setting.
- 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 carried out joint observations of group activities with the manager and evaluated the learning that took place.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Children spoke to the inspector about what they enjoy doing while at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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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