

# Inspection of Trinity Pre-School

Trinity Methodist Church, Norton Road, Wakefield WF1 4LH

---

Inspection date: 20 February 2024

<b>Overall effectiveness</b>	<b>Good</b>
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	Requires improvement

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

### **The provision is good**

Children enter this welcoming pre-school with enthusiasm and a sense of purpose. They wave goodbye to their parents and hang up their coats before confidently exploring their environment. The friendly and welcoming staff build strong relationships with children and know their individual needs and characters well. This helps children to settle quickly and feel safe and secure in their surroundings.

The skilled and knowledgeable managers and staff provide a safe environment that is stimulating for children. They know children very well, and this enables them to plan an exciting and ambitious curriculum to support their learning. Children are independent and have confidence to choose what they would like to play with from the wide range of resources available to them. For example, children use magnifying glasses to search for insects in the outdoor area. Staff help the children to look under logs and stones. Children shriek with delight as they find worms and centipedes. All children make good progress in their learning.

Children behave well and are developing a good understanding of what is expected of them. Staff are positive role models and teach children to use good manners and to be kind to one another. They place a great emphasis on reward and praise when children behave positively. This helps to build children's self-esteem and confidence.

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

- The management team have worked hard since their last inspection to make the necessary improvements in the pre-school. For example, staff now receive regular support to be more precise about children's individual learning needs and next steps. The managers recognise what they have done well and what they would like to continue to develop. They work in partnership with the local authority and other settings to continue to improve practice.
- The managers create an inclusive and diverse environment where children from all backgrounds are valued and included. For example, children's individual home lives and cultures are integrated into the pre-school through play. Staff and children speak many different languages and celebrate a range of cultural and religious festivals which represent children's heritage. This means that children learn to respect the diversity of individuals, families and communities in which they live.
- Staff plan a good balance of adult-led and child-initiated activities. For instance, children paint pictures of cows and happily share their artwork with staff and visitors. Younger children make marks in the sand with chop sticks and paint brushes to develop their fine motor skills. However, on occasion, during adult-led activities staff do not consistently manage distractions to ensure children remain

focused on their learning. For example, staff do not minimise background noise during group time. This means that some children struggle to fully engage in the intended learning.

- The curriculum at the pre-school prioritises children's communication and language development. The management team have introduced a range of strategies since their last inspection to help improve children's vocabulary. For example, children learn new words, such as 'binoculars' and 'cauliflower'. Children who speak English as an additional language are well supported to communicate by staff who speak the same language. When a language is not spoken by staff, they learn key words from parents to communicate with the child. This helps children to quickly make progress in their language skills.
- Staff enjoy working at the pre-school and say they feel valued and supported. The management team carries out regular staff observations to highlight their strengths and areas for development. Staff discuss their own well-being and any concerns they have about children during supervision sessions. Staff complete mandatory training, such as paediatric first aid and safeguarding. However, the managers understand the need to support staff's professional development further to raise the quality of education to a higher level.
- Staff support children with special educational needs and/or disabilities well. The designated coordinator works closely with parents and professionals to ensure children receive the extra help they need. Additional funding is used effectively to support children's individual needs. For example, staff provide one-to-one support for children who need it the most.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

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

- manage distractions during adult-led activities to support children to stay engaged and focused on their learning
- consider ways to enhance staff's professional development to focus on raising the quality of education to an even higher level.

## Setting details

<b>Unique reference number</b>	322089
<b>Local authority</b>	Wakefield
<b>Inspection number</b>	10282563
<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>	25
<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>	22 February 2023

## Information about this early years setting

Trinity Pre-school Playgroup registered in 1985 and is located in Wakefield. There are currently seven members of childcare staff working directly with the children. Four 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

Jenny Cowton

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The deputy manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- Staff talked to the inspector at appropriate times during the inspection, and the inspector took account of their views.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024