

Inspection of Trinity House Community Resource Centre

Trinity House Community Resource Centre, Grove Close, MANCHESTER M14 5AA

Inspection date: 11 October 2024

Overall effectiveness **Good**

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

Staff provide a warm and welcoming start to the day. Children and families are greeted with smiles and conversation from the enthusiastic and caring staff as they arrive. As a result, children separate confidently from their parents. They make their way into the well-organised environment and choose from a range of exciting activities.

Staff talk skilfully to the children as they play in the home corner. They ask lots of interesting questions and encourage children to talk about what they are doing. Staff are careful to ensure that children who are less confident to speak are encouraged to join in with the conversation. This supports all children to develop their language and communication skills well.

Children behave well at the setting. Staff have clear expectations and children are encouraged to recognise and understand their own feelings. Children discuss what makes them happy or sad and learn that how they behave can have an impact on others. Staff use different colours, cuddly monster toys and books to help support children to understand their emotions in an age-appropriate way. On the rare occasions when children do not behave well, for example when they take a toy from another child, staff respond calmly. They encourage children to reflect on their choices and understand the need to share. This ensures that children develop the skills needed to manage their own behaviour.

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

- Overall, the setting provides a well-sequenced curriculum for all children. Leaders and staff assess the children's starting points carefully and plan activities to enable them to make their next steps in learning. Children choose from a range of interesting independent and adult-led activities. However, occasionally, during adult-led activities, staff are not fully clear what they want the children to learn. At these times, progress is less secure.
- Children's developing imaginations are well supported. Children are entranced as they play in an airport role-play area with children and staff. They giggle in delight as their names are called to go up to the pretend airport desk, along with their luggage brought from home. They hold on tightly to their pretend passports and talk with staff about where they are planning to go. They gasp as the staff member pretends that she has forgotten her passport and cannot get on the flight. This supports the development of children's communication and language skills and imaginations well.
- The setting supports children to learn how to look after themselves and to stay healthy. Children enjoyed a trip to a local shop to choose fruit and vegetables to prepare and eat at snack time. Children choose from milk or water and

confidently pour their own drinks from a jug. They are encouraged to try a range of fruits during a food tasting activity. Staff are excellent role models, tasting the fruit alongside the children. The children laugh as they boldly bite into a piece of sour lemon and discuss the different colours and tastes. This supports children to make healthy choices around food and also develops their confidence to try new and unfamiliar foods.

- Children have lots of fun in the outdoor space. They enthusiastically dig for dinosaur treasure in a tray of sand. They call out with excitement as staff hold huge cardboard traffic lights up and shout out the colours. Children listen carefully, running when staff call 'green', slowing down at 'amber' and stopping when they call out 'red'. This supports children to develop their concentration and physical skills well.
- The diverse backgrounds of all children at the setting are celebrated and valued. For example, children learn about a variety of festivals, go on visits to places of worship and try on clothing from different cultures. Children share their experiences and feel valued. This supports children to show tolerance and respect for other people.
- Staff talk very positively about leaders and the wider staff team. They clearly enjoy their time spent with the children and colleagues. Staff feel well supported by leaders. They meet regularly as a team and individually with leaders. They discuss their professional development and further improvements to what they offer the children and families. This enables the setting to continually improve.
- Parents are highly appreciative of what the setting offers to the children and families. They describe the staff as 'brilliant' and report that their children are 'thriving'. Parents talk about the very positive partnership between themselves and the setting. They describe the excellent support and advice for issues such as toilet training or eating and how staff have worked with them to support the whole family. Parents are well informed about their child's progress and are given ideas for other activities to do with their child. This supports them to continue the learning at home.

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:

- strengthen staff's knowledge and skills further to ensure that there is a consistently sharp focus on the learning intent of activities.

Setting details

Unique reference number	EY446234
Local authority	Manchester
Inspection number	10355417
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 10
Total number of places	30
Number of children on roll	30
Name of registered person	Trinity House Community Resource Centre
Registered person unique reference number	RP525705
Telephone number	07960 182 984 01612251064
Date of previous inspection	28 November 2018

Information about this early years setting

Trinity House Community Resource Centre registered in 2012. The setting employs seven members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above, including the manager, who holds a level 3 qualification. The pre-school opens from 9.30am to 12.30pm each weekday during term time and provides funded early education for two-, three- and four-year-old children. The out-of-school club opens from 3pm to 5.30pm each weekday during term time, and from 10am to 2pm during some of the school holidays.

Information about this inspection

Inspector

Sarah Gower-Jones

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector and the manager carried out a joint observation of group activities.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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