



New Trinity Pre-School

Inspection report for early years provision

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| Unique Reference Number | 133686 |
| Inspection date | 11 September 2006 |
| Inspector | Elizabeth Juon |
| Setting Address | Vicarage Road, Henley-On-Thames, Oxfordshire, RG9 1SE |
| Telephone number | 01491 574 742 |
| E-mail | |
| Registered person | New Trinity Pre-School |
| Type of inspection | Integrated |
| Type of care | Full day care |

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

New Trinity Pre-School opened in 1985 and operates from a single storey building with a playroom, entrance hall/cloakroom, toilets and kitchen. It is situated in the grounds of Trinity Primary School, Henley-on-Thames.

A maximum of 20 children may attend the pre-school at any one time. The pre-school is open each weekday from 09.00 to 11.30 and 12.30 to 15.00 term time only. There is a lunch club on two days, which provides a full day for children aged four years. All

children share access to a secure outdoor play area

There are currently 58 children aged from two to under five years on roll. Of these 45 children, receive funding for nursery education. Children come from the local area and attend for a variety of sessions. The pre-school currently supports children with English as an additional language.

The pre-school employs four staff. All the staff, including the manager hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Good standards of hygiene in the setting help to maintain children's health and prevent the spread of infection for example, using anti-bacterial cleaner on tables and equipment. Children are beginning to learn the importance of personal hygiene and wash their hands after using the toilet with minimal prompting from staff. Children know they wear sunhats during the warm weather and are happy to keep them on for protection.

Children enjoy playful exercise inside and outside promoting health, physical development and dexterity for example, yoga, musical movement, climbing, pedalling and gardening in the allotment. Children are beginning to be competent when selecting and using small equipment such as, scissors, paintbrushes, Duplo and puzzles.

To support children's welfare accident and medication records are kept and staff hold current first aid certificates. However, the accident record is integral to the register and is not set out to keep entries confidential.

Children receive snacks and drinks at pre-school as part of the daily routine. Healthy options of water to drink and fruit to eat are provided but a less healthy biscuit is also on offer. Children can ask for a drink at any time and staff ensure water is freely available on a hot day. Parents provide lunch boxes for the children who stay to lunch club. There is no fridge available for safe storage of perishable foods and parents do not always provide ice packs to keep food fresh.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The pleasant environment is set out to be welcoming to the children. The bright and cheerful room offers space for children to play with appealing resources including a home corner and jungle tree house where children can play without adult intervention. Displays of posters, photographs and artwork decorate the rooms and raise children's self-esteem as their work is valued.

The selection of toys, equipment and materials provides a balanced range of activities that promotes children's learning in all areas. Children have sufficient choice of toys and activities to allow them to develop their own ideas for example, using art materials or small world figures in the dolls house. Resources are in good condition and frequently checked to ensure there are no broken parts to harm the children.

The vigilant staff keep children safe and minimise the risk of accidental injury. Children move freely around the setting and play in all areas; they play safely in a securely fenced outdoor area and cannot access the kitchen. Children demonstrate a growing understanding of keeping themselves safe and are clear about the expectations of staff for example, they line up well, in an orderly way, to return from the garden. Children are becoming aware of fire safety through taking part in frequent emergency evacuation practices to ensure a quick and safe exit from the building.

To protect and safeguard children's welfare staff have a sound understanding of child protection procedures should concerns arise and are able to put appropriate procedures into practice when necessary. Staff who are vetted and have relevant experience, knowledge and skills care for the children. However, the written policy and procedure is unclear and does not have current information including the contact details for Ofsted.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy. They develop confidence and independence in the warm and secure environment provided by the consistent staff team. Positive relationships between staff and children are evident. Children participate eagerly and enthusiastically in well thought out activities, receiving from staff support, praise and encouragement for their achievements. Staff organise space, time and resources to give children a mix of quiet and active play enabling children to make choices and develop independent skills. Children sustain interest in their play and are engrossed in the activities.

Nursery Education

The quality of teaching and children's learning is good. The staff have a sound knowledge of the Foundation Stage, how to apply this in practice and a variety of teaching methods to support children's individual learning. Consequently, children are making good progress. At the inspection, children were settling in after the summer holiday and were participating in free play activities to encourage socialising and familiarity in the setting. The plans are based around themes for example, the Great Outdoors and over several weeks' different aspects are explored such as, the beach or planting and growing. The children are introduced to a wide range of activities to promote learning in all areas of the curriculum. The planned activity shows a learning outcome for children without linking to a specific stepping-stone. Therefore, it is unclear which stepping-stones have been covered to monitor how children are progressing in all areas. Staff are using observations to identify children's achievements but do not evaluate activities clearly to use in planning the next steps in children's learning. However, staff demonstrate a good understanding

of the stage of development of each individual child. They have an awareness of intended learning for activities and play experiences set out daily, which aids children's potential to develop. The environment is interesting and fosters children's inquisitiveness and curiosity.

Children have the opportunity to explore and investigate with a variety of tactile materials such as, sand and play dough. They take pride in caring for the plants growing in the garden ensuring they are watered. Caring for living things, planting and watching vegetables grow enriches children's learning. They are beginning to understand where food comes from. Children show interest in the large spider in the web outside. They are able to express whether they like spiders and are beginning to realise all have a different point of view. Children have a great deal of fun playing outside on a daily basis. Developing physical skills such as, balance and hand eye coordination.

Children show imagination in role-play to enact what they know, dress up and paint developing creativity and imagination. Children experience music and dance and become familiar with simple nursery rhymes. Opportunities for children to use and operate simple programmable toys and equipment to support their learning, is good; calculators, wind-up radios and Compact Disc player are readily available.

Children's language and mathematical thinking is well supported by staff who extend vocabulary, listen and respond to children with interest. Children have daily experiences to count and compare number and shape. They are beginning to recognise written numerals and some know high numerals such as 11 and 18. Children show an interest in books and have opportunity to interpret and retell stories, for example, at a story time. Print in the environment is used effectively to help children learn that print carries meaning. Resources have clear labels and children find their names on their drawer. The opportunity for writing and mark making is good. Paper, pencils and crayons are set out on tables for children to use or they can help themselves from the storage unit at any time. Children write their names well and link sounds and letters at the same time. Younger children make the shapes of letters with their fingers in tactile materials like coloured rice to encourage letter formation and recognition.

Children are forming close relationships. They are beginning to respect and consider each others needs and learn valuable social skills such as, sharing and taking turns. Children show confidence in their own world, happily talking about their family. They are learning about the wider world through resources and planned activities for example, making Japanese Hopi dolls.

Helping children make a positive contribution

The provision is good.

Children are developing a sense of self worth because staff respect and meet their individual needs well. Staff pride themselves in offering a setting that is inclusive to all children and parents. They work in partnership with families to share information about children's language and culture to meet specific needs. Children have access to a full range of books, toys, play materials and topics to promote positive images

and an understanding of the wider world.

Effective arrangements and procedures are in place to support children with learning difficulties and disabilities although none currently attends the setting.

Children behave well. Staff support children helping them play cooperatively together to develop necessary social skills. Children are learning simple manners, they say please and thank you appropriately. Children's self-esteem is raised through praise and encouragement and promoted in tasks such as, being a helper at snack time. Staff are good role models showing kindness and respect to each other which filters through to the children. They nurture children's emotional well-being by speaking kindly to the children and being available for a cuddle. Staff deal with minor disputes in a sensitive way, which supports children's understanding of right and wrong. Spiritual, moral, social and cultural development is fostered.

The partnership with parents is good. Children benefit from the friendly relationship staff have with parents. There is an open door policy and parents are welcome into the group at any time to help or discuss their children. Staff maintain children's achievement records sufficiently to update parents on their child's progress. Parents spend time informally talking with the staff at the beginning and end of the day to share information about their child's day. This daily exchange of information, written policies and procedures, regular newsletters and information on parents' notice board helps staff and parents work together to meet children's individual needs. Parents receive information on the early year's curriculum and planning is displayed on the notice board. Parents are able to share in their children's learning by providing items for children to bring in to the group linked to the current theme. They join in organised events such as, sports day and the annual trip with the children and at adult events such as the May Ball. All the parents spoken to at the inspection were complimentary about the group and pleased with their children's progress.

Organisation

The organisation is good.

The premises and routine are well organised so that children can participate in a range of activities. Children enter confidently into the pre-school with sufficient staff to ensure children are safe and secure. Practitioners work well together to create a friendly and welcoming environment in which children can relax. Staff offer a wide variety of fun activities to help build children's confidence and develop new skills.

Vetting and recruitment procedures ensure children's protection and care from staff with a relevant qualification. Staff share information with parents and keep clear up to date records to ensure all children receive consistent care and their individual needs are met. The supervisor has support from a very strong committee who help to ensure the smooth running of the group. They are effective in fund raising and the children will benefit this year from an input of new resources.

All the required documentation is in place to underpin the working practices of the pre-school. However, the child protection procedures and accident record require a review to update the paperwork.

The quality of leadership and management are good. Staff have a sound knowledge of the Foundation Stage curriculum and effectively put this into practice to benefit the children. There is sufficient planning to provide activities with a proper focus. The supervisor has a clear direction to establish good working practice throughout the pre-school. She recognises the group's strengths to include the supportive staff team and the provision of stimulating activities for children to learn through play. She liaises well with the reception class teacher of the school on site to ensure children are receiving consistent teaching using the same method as the school for example, phonics in letter recognition. The need to tighten up on some paperwork is acknowledged as an area for improvement. At present, there is no system to link the planned activities with a stepping-stone to enable staff to identify if there are any gaps in children's learning. Consequently, there is no clear progression between child observations and the record of children's achievements. Staff maintain children's developmental records to show progress but do not use them thoroughly to inform future planning.

The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last Children Act inspection, the provider was asked to provide a written procedure if allegations are made against staff, clarify lost and uncollected child policies and enable children to choose resources.

The provider has made improvements to the policies and procedures to protect children. However, the wording of the procedure to follow if allegations are made against staff is unclear within the child protection policy. This could prevent the correct action being taken if concerns arise.

The children can now easily access resources in a drawer unit enabling them to make choices about their play.

At the last Nursery Education inspection it was recommended the provider devise an assessment system to record children's progress, identify next steps in learning, inform parents of their child's progress along the stepping stones; ensure the planning identifies the learning intentions in relation to individual children, devise extension activities and evaluate plans; provide opportunities to practise emergent writing, make simple calculations and use information and communication technology.

The provider has made improvements to the provision for nursery education. Children's progress is recorded on the skills list and a report written in line with the Foundation Stage profile to inform parents and their next school. Staff are aware of the children's individual needs and stage of development to provide suitable activities. Planned activities have a learning outcome but these are not linked to the stepping-stones and this remains an area to improve. Children aged over four have two separate sessions to extend activities to ensure they are making progress. Children have access to pens and pencils, programmable equipment and activities to practise simple calculations improving their skills in writing, simple mathematics and

the use of technology.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- inform parents of what foods can be stored safely in packed lunches and provide an accident book specific to the purpose to maintain confidentiality
- review the child protection policy to ensure procedures are clear and comply with those of the Local Safeguarding Children Board (LSCB) and update contact details for Ofsted

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- devise a method of planning activities which shows a clear link to the stepping stones to monitor how children are progressing through all areas of learning

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