



Holy Trinity Preschool & Playgroup

Inspection report for early years provision

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| Unique Reference Number | 306403 |
| Inspection date | 28 September 2006 |
| Inspector | Elaine Murray |
| Setting Address | Market Street, Hoylake, Wirral, CH47 3BH |
| Telephone number | 0151 632 4153 |
| E-mail | |
| Registered person | Holy Trinity PreSch Committee |
| Type of inspection | Integrated |
| Type of care | Sessional 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?

Holy Trinity Pre-School is managed by a voluntary management committee, made up of parents of children at the pre-school and members of the local community. It opened in 2001 and operates from the premises of Holy Trinity Primary School in Hoylake, Wirral. A maximum of 18 children may attend the pre-school at any one time. The group operates Monday to Friday from 09.00 until 11.45 and from 13.00 until 15.30 during school term times. All children share access to a secure enclosed outdoor play area.

There are currently 38 children aged from two to under five years on roll, of whom 17 are in receipt of funding for nursery education. Children come from the local area.

The group employs five staff. All staff including the manager hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn about healthy eating as staff have a positive approach to promoting this awareness. They provide healthy and nutritious snacks including fruit. As part of a topic about 'Harvest', staff discuss with children the importance of eating fruit and vegetables. Children bring in healthy snack items from home to share with the group, and show a growing awareness of which foods are good for them. Several staff have received training in food hygiene, which helps to ensure that snacks are appropriately prepared and served and children's health is protected. Children are aware of when they are thirsty and confidently help themselves to drinking water using the cups and jug available to them. This helps to promote children's good health.

Staff plan a variety of opportunities to develop children's physical skills. As a result, children are learning to enjoy exercise and develop control of their bodies. Children enjoy using a range of equipment, such as bats and balls, hoops and wheeled toys to develop skills. They are also able to use equipment in the school hall for climbing and to take part in an obstacle course. Children are encouraged to develop a healthy lifestyle as they take part in a 'Walk to pre-school week'. This involves them in completing with their parents a brief record of which days they walked to pre-school, and other places they may have walked.

Children show a good awareness of simple hygiene procedures, such as hand washing at appropriate times. Staff follow hygienic procedures as they clean surfaces and equipment, helping to protect children from the spread of germs. The pre-school's clear sickness policy is shared with parents and helps to protect children from the spread of infection.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in well maintained accommodation which staff make attractive and welcoming. For example, children have access to a well stocked book area with comfortable, bright cushions for them to sit on. Staff create a stimulating environment by making good use of the available space to display children's work and putting out an interesting range of toys and equipment each session. This helps to foster children's sense of security and belonging. There is a broad range of good quality toys and equipment which are suitable for different ages and abilities. This helps to meet children's needs effectively. Children's independence is promoted as they confidently select from the many resources available in low level tubs or on low shelves.

Staff take effective measures to ensure children's safety indoors and outdoors. They make a daily check of the premises which is recorded. Written risk assessments identify potential hazards and are regularly reviewed. Children learn to protect themselves in the event of a fire or emergency as they regularly practise the emergency evacuation procedure. Staff do not always take chances to promote children's understanding of how to keep themselves safe, for example,

by explaining why they should push chairs in, tidy toys from the floor as they may present a tripping hazard.

Children are well protected as staff have a good knowledge of the signs and symptoms of child abuse and are familiar with the procedures to be followed.

Helping children achieve well and enjoy what they do

The provision is good.

Children are content and secure and have positive relationships with staff. Children arrive happily at the pre-school and are settled. Staff have a caring approach and act as good role models. This helps to promote children's confidence and self-esteem. Staff make good use of the 'Birth to three matters' framework to promote learning for younger children. Children enjoy learning to explore and investigate using their senses as they play with water, sand and paint. They enjoy exploring the texture of different items in the treasures baskets and express their own ideas as they put their hands in paint and make marks on a long roll of paper.

Nursery education

The quality of teaching and learning is good. Staff have a good knowledge and understanding of the early learning goals and this is reflected in their teaching. Staff provide children with a broad range of interesting practical experiences covering the six areas of learning. Daily routines, such as register time are used to promote some effective learning, such as developing children's self-esteem and communication skills. Children happily talk about toys and objects of interest that they have brought in to pre-school. Staff encourage children to express themselves clearly and question them to make them think. For example, when looking at a toy monkey, children were encouraged to think why a monkey has long arms. Most activities are clearly planned and developed effectively. An activity where children recognise numbers, count and weigh plastic bears was adapted well for different ages and abilities. At times, activities are not sufficiently clearly planned in advance with the result that learning is not maximised. Staff make regular observations of children's learning and use them to inform assessment records. Staff know the children well and build on their capabilities in their day to day teaching. However, assessments are not always effectively used to inform planning.

Children have positive relationships with each other and co-operate well in role play to create scenarios. They show good levels of personal independence as they pour their own drinks at snack time and tidy away toys. Children listen attentively to stories and clearly enjoy looking at books and choosing one to take home from the pre-school library. They recognise their names on cards at register and snack time. Children make use of the whiteboard in the role play vegetable shop to write and make marks. They show growing confidence in counting to 10. Children copy simple patterns during a fruit printing activity. They begin to solve simple mathematical problems as they work out how to balance different sizes of plastic bears. Children observe changes in the weather and the growth of plants. They discuss and observe the features of pets brought in to pre-school. They make use of a good range of construction sets and other materials to make models. Children show imagination as they play in the outdoor play house and with a toy pirate ship and play figures. They show a good awareness of how to make loud and quiet sounds using musical instruments.

Helping children make a positive contribution

The provision is good.

All children are included in the activities provided and individual needs are well met. This helps to promote their confidence and self-esteem. Children are encouraged to contribute to the pre-school as they give out plates at snack time, and older children help younger ones. Their sense of belonging is developed as they take it in turns to take home one of the pre-school's 'pets' for the weekend. These are cuddly toys and each has a feeding bowl, pretend food, bedding and other items to help the child to care for the 'pet'. Children then bring in a photograph of themselves with their 'pet' which is displayed in a book for children and parents to see. Children develop an awareness of diversity and the wider community as staff make good use of resources and planned activities to promote this. Children are involved in activities relating to festivals, such as Diwali. These measures mean that children's spiritual, moral, social and cultural development is fostered appropriately.

There is a calm atmosphere in the pre-school. Routines and expectations for children's good behaviour are clearly established. Staff make effective use of praise and other positive strategies to promote good behaviour. They set a good example by being polite and considerate towards children. As a result, children behave well.

The partnership with parents and carers of children receiving nursery education is good. Staff provide a clear explanation to parents of the Foundation Stage of learning through discussion and written information available at parents' evening. Parents are also informed about the activities provided through books of photographs on the 'Parents table' in pre-school. They receive further information about topics through regular newsletters and information displayed on the window at the entrance to the setting. Parents are encouraged to be involved in their children's learning through completing tasks with their child at home. Parents are well informed about their children's progress through regular parents' evenings and talks with staff.

Staff establish positive relationships with parents. They request information from parents before a child joins the pre-school and obtain relevant permissions. This information is used to help meet children's needs effectively. Staff value parents' opinions, seeking their views about the provision through a questionnaire. This communication between parents and staff helps to promote children's welfare, care and learning.

Organisation

The organisation is good.

Children are cared for in a well organised environment. Staffing levels are organised so that they are clearly within the required ratios at all times and that children have a good level of attention and support. All staff hold relevant qualifications in childcare. This has a positive effect on the quality of care and children's learning. Space and resources are organised well to promote children's learning and safety. Clearly worded and comprehensive policies and procedures work well in practice to ensure that children are effectively cared for.

The leadership and management of the nursery education is good. The manager has an enthusiastic approach and provides positive direction to staff. Roles are clear and staff work

well together to teach. There is a commitment to extending staff knowledge through attending regular training courses and this has a positive effect on children's learning. Staff evaluate plans and monitor the educational provision, but the current system is not fully effective in ensuring that children receive a balance of activities in the six areas of learning.

Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the setting was required to provide warm water in the toilets and improve information to parents about the management committee and the Foundation Stage of learning. The setting was also required to improve planning and the use of assessment, and to involve parents more in children's learning.

Staff ensure that children wash their hands in warm water and have improved information to parents. Parents are now effectively encouraged to be involved in their children's learning. Staff have also taken steps to improve planning and the use of assessment, but aspects of this remain as areas for improvement. Overall, these measures have a positive effect on children's safety, welfare and learning.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection.

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

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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):

- ensure that staff promote children's awareness of how to keep themselves safe.

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):

- ensure that more effective use is made of assessments to inform planning, and that learning objectives and grouping of children are clearly and consistently identified in planning
- improve the system for monitoring planning to ensure that a balanced range of activities is provided in the six areas of learning.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk