



Holy Trinity Pre-School

Inspection report for early years provision

Unique Reference Number	306402
Inspection date	10 October 2006
Inspector	Elaine Murray
Setting Address	Poulton Hey, Chorley Way, Spital, Wirral, CH63 9LS
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Registered person	Holy Trinity Pre-School Management 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 representatives from the Holy Trinity Church council and pre-school staff members. The group has operated for many years and was registered in 1993. It operates from rooms within The Holy Trinity Church, Poulton Hey, Wirral. A maximum of 28 children may attend the pre-school at any one time. The group is open Monday to Friday from 09.15 until 11.45 and on Monday and Thursday from 12.45 until 15.15 during school term times. The grounds are used for outdoor activities when permission has been sought from parents.

There are currently 22 children aged from two to under five years on roll, of whom 13 are in receipt of funding for nursery education. Children come from the local area. The pre-school currently supports a number of children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language.

The nursery employs five staff. Three 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 to enjoy a healthy diet as they are provided with nutritious snacks, including fresh fruit. Staff positively promote children's understanding of healthy eating through topic work related to 'Harvest'. Children confidently identify different fruit and vegetables in the role play shop, and show a growing understanding that these foods are good for them. They learn about good health and hygiene practices as they wash pretend fruit. Children have ready access to drinking water at all times and show an awareness of when they are thirsty, for example, following exercise.

Children's understanding of good health is developed as staff discuss with them what the body needs to stay healthy. They benefit from a range of activities to promote their physical development, including indoor activities. Children enthusiastically learn to hop, jump and use a slide. They show an awareness of the effects of exercise on their bodies as they put their hands on their hearts and discuss how they can feel it beating faster.

Staff follow hygienic procedures as they clean surfaces and equipment, helping to protect children from the spread of germs. Children show an awareness of simple hygiene procedures as they routinely wash their hands before snack and after using the toilet. They know to request tissues when they need them. The pre-school's clear sickness policy, which includes a list of infectious illnesses and incubation periods, 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 bright, well maintained accommodation which staff make attractive and welcoming. There are colourful displays of children's art work and books and equipment are visible and accessible. This helps to foster children's sense of security and belonging. Space is used effectively to meet children's needs. Children have access to a separate room for quiet and small group activities, and a further room is used for messy play and creative activities. The main room is laid out well, allowing children to move round safely and independently, including children with additional needs. 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.

Staff take positive measures to ensure children's safety indoors and outdoors. An intercom system is in place to ensure that the premises are secure. Written risk assessments identify potential hazards and action is taken to minimise the risk to children. These assessments are regularly reviewed, helping to keep children safe. Children learn to protect themselves in the event of a fire or emergency through regularly practising the fire evacuation procedure. Children

also learn to protect their own safety as staff talk to them about why they must not run in pre-school.

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.

Staff establish positive, warm relationships with children, helping them to feel settled and secure. Children are happy and content. They are familiar with the routines of pre-school, which helps to foster a sense of security and belonging. Staff have begun to make appropriate use of the 'Birth to three matters' framework to promote learning. They reinforce daily routines and provide a range of activities which promote children's all round development. Staff follow children's interests in learning and interact well with them to promote language development. Children have regular chances to explore using chalk, paint, sand and water. Staff do not always provide opportunities for them to use a broader range of materials to explore and express their own ideas.

Nursery Education

The quality of teaching and learning is good. Most staff have a good knowledge and understanding of the early learning goals and this is reflected in planning and teaching. Staff provide a broad range of interesting, practical activities which promote much effective learning. Planning is detailed and clearly identifies learning objectives, staff deployment and resources. As a result, staff are clear about what they intend children to learn and activities are developed well. Grouping of children is planned to take into account different ages and stages of development, which means that the needs of different abilities are met. Daily routines, such as snack time are used to promote some effective learning, such as developing children's self-esteem and communication skills. Staff talk to the children about their experiences and encourage them to share ideas with the group. Staff have high expectations for children's learning and make good use of questioning skills to encourage them to think. For example, on a dull day, children are encouraged to think why we need the light on and why we cannot see the sun. Staff make effective use of a broad range of large sized story books as a basis for developing learning. Children listen attentively and show clear enjoyment of the 'Gingerbread man' story. Staff question children skilfully to prompt them to recall the main events of the story and discuss the feelings of the characters. Staff make regular observations of children's learning and use this information effectively to inform planning. This means that planning successfully builds on what children know and learning is developed well.

Children show a growing awareness of their feelings and this is developed effectively through discussion and use of puppets and photographs. They take turns well when using the slide and when playing a board game. Children show consideration for each other and co-operate together in role play. Children tidy away independently but at other times have limited chances to develop independence and self-care skills. For example, they do not give out drinks or food at snack time. Children confidently use the notepad in the role play farm shop to make marks and write.

They are learning to recognise letter sounds in a meaningful way, such as identifying letters in their names.

Children learn to count to 10 and beyond. Staff make good use of number rhymes to develop children's counting skills and understanding of simple addition and subtraction. Children are encouraged to think how many adults will be present when one more member of staff comes into the room. Children show good matching skills as they complete a large jigsaw together. Their vocabulary is developed as they are encouraged to identify the 'straight' and 'curved' sides of jigsaw pieces. Children learn to recognise pattern in a meaningful way as they make a striped tiger mask as part of a topic on animals. Children develop skills of model making as they use a construction set to create a habitat for a farm animal. They observe changes in the weather and seasons, and through baking activities and growing plants. Children develop a sense of time as they talk about recent events in pre-school. They play imaginatively in the role play farm shop and respond to their senses through food tasting activities.

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 children's confidence and self-esteem. Staff take care to ensure that differences are positively acknowledged. For example, staff encourage children to complete a self-portrait for a display entitled 'Everybody's beautiful'. Children with additional needs are effectively included and supported. Staff work well with parents and outside agencies to meet children's needs. Children for whom English is an additional language are also well supported. Children develop an awareness of diversity and the wider community as staff make good use of resources and planned activities to promote this. A good range of posters, books and play figures help to promote children's awareness. Children are involved in creative work and other activities relating to festivals, such as Diwali and Easter.

There is a calm atmosphere in the pre-school. Routines and expectations for children's good behaviour are clearly established. Staff act as good role models, showing respect and consideration for children and each other. Children behave well due to staff's positive and consistent approach. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers of children receiving nursery education is good. Parents receive a high level of information about the setting and children's learning. The parent's brochure is helpful, and information about the Foundation Stage is on display in the hallway. Details about the current topic are on display at the entrance to the pre-school room. Parents receive further information through regular newsletters which give details of current topics and children's learning. Parents have regular chances to be informed about their children's progress as they are invited in to pre-school to see assessment profiles and work. They are encouraged to be involved in children's learning by contributing items for topics and to complete related activities.

Staff establish positive relationships with parents. Parents of younger children are well informed about the 'Birth to three matters' framework through information in the brochure and on display in the hallway. Helpful information for parents, including policies and procedures is available

on a display table. Staff request information about children before a child joins the pre-school and obtain relevant parental permissions. This information is used to help meet children's needs. Parent's views are valued as they are regularly asked to complete a questionnaire giving their views about the quality of the provision. 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 within the required ratios at all times and that children have a good level of attention and support. Most staff hold relevant qualifications, which has a beneficial effect on children's learning and welfare. Policies and procedures are comprehensive and work well in practice to ensure that children are well cared for. Space and resources are organised well to promote children's safety, care and learning.

The leadership and management of the nursery education is good. The managers provide positive direction to staff, ensuring that planning is shared in advance and learning objectives are understood. Staff are clear about their roles and work well together to teach. Planning is effectively monitored and evaluated to ensure that children receive a balanced range of activities and that areas for improvement are identified.

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 monitor the fridge temperature, review the wording on the emergency medical treatment consent forms, ensure confidentiality with regard to incident records, and develop risk assessment to include the use of the outdoor area. These recommendations have been met with positive effect on children's safety, welfare and learning.

The setting was also required to encourage staff to have greater involvement in planning of activities and observations of children's learning. Staff are familiar with the planning system and are clear about the learning objectives of activities. They make regular observations of children's learning which are then used to inform future planning. These measures have a positive effect on children's learning.

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.

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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):

- make greater use of the 'Birth to three matters' framework to guide planning and practice, with particular reference to the provision of chances to children to explore materials and express their ideas.

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):

- provide more chances for children to develop independence and self-help skills.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk