



# Holy Trinity Pre-School

Inspection report for early years provision

<b>Unique Reference Number</b>	EY319968
<b>Inspection date</b>	25 September 2006
<b>Inspector</b>	Samantha Jayne Taylor
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<b>E-mail</b>	
<b>Registered person</b>	Holy Trinity Pre-School (Sutton Coldfield)
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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 re-registered with Ofsted in 2006 following a change of premises. It now operates from ground floor rooms in the YMCA building in Sutton Coldfield. A maximum of 30 children may attend the pre-school at any one time. The setting is open each weekday from 09:15 to 15:15 term time only; sessions are by arrangement. There is a secure enclosed outdoor play area.

There are currently 44 children aged from two years six months to under five years on roll. Of these, there are 18 children who receive funding for early education. Children are admitted from the local area.

The nursery employs 10 members of staff. Of these, over three quarters of the staff hold appropriate early years qualifications. The setting has achieved the gold level award in quality assurance.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children's confidence and self-esteem are built up by staff who are sensitive to their needs and who know them well. Many opportunities available within the setting help children to develop their self-help skills, for example older children running simple errands for staff. They are proud of their achievements as they complete the tasks successfully.

Children's health is promoted in a variety of ways, for example effective hand washing practice following outdoor play helps to minimise the risk of cross-infection. Older children develop their independence skills as they self-select protective clothing for 'messy' activities such as painting and sand play. Staff are very knowledgeable in the setting's policies, for example medication procedure; parents give their written consent prior to staff doing so. However, the written policy for communicable illnesses requires an update of current revised information. As a result, children's health is mostly supported.

Children enjoy a range of healthy snacks, which they independently access throughout the first part of each session. Drinks are readily accessed by children at all times. Younger children are well supported by staff as they learn to return their personal name card into a box. This helps them to learn self-help skills. Children develop their understanding of healthy food types through staff discussion and information shared with home, such as ideas sourced from the internet for packed lunches. Information regarding the safe storage of food is also shared with parents. As a result, children benefit from staff's knowledge of healthy eating and the exchange of information. This helps them to develop an understanding of a healthy life-style.

The setting's outdoor area is used daily by the children who are eager to play outside. They view the toys set out within the area and discuss the activities, such as the cars that they are going to play with. Shaded areas provided by trees within the garden help to protect children from the sun during the warmer weather. Indoors and outdoors children's physical development is promoted through use of equipment and resources. Activities such as parachute games are enjoyed by the children who successfully use small tools to paint and stick collage. Children enjoy ball games outdoors; older children adapt their game as they practice and refine skills such as throwing a ball through a hoop. During indoor activities children play imaginatively and develop fine motor skills as they roll and pat play dough to imaginatively make a cave.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children and families are warmly welcomed by caring staff who put much effort into providing a stimulating environment. Toys and resources conform to relevant safety standards and they

are maintained and rotated. This helps to provide children with different learning experiences and helps to meet children's individual needs and interests.

Good attention is paid to health and safety and children are familiar with the rules of the setting, for example they are aware that they are not to run indoors. A daily risk assessment is undertaken for both sessions with a more comprehensive one undertaken each term. Staff are knowledgeable in the procedure to follow in the event of a fire with regular fire drills held and practiced. As a result, risks to children are minimised and remedial action where necessary is taken to keep children safe

Children are protected from abuse and neglect as staff understand their role in child protection. They are confident in the reporting procedures and knowledgeable of where to seek advice and guidance if there are concerns regarding a child. However, the written policy has not been updated with the most recent information. This means full information is not available to share to safeguard children's welfare.

### **Helping children achieve well and enjoy what they do**

The provision is good.

The 'Birth to three matters' framework has been implemented within the setting. Staff plan activities for children under three years of age, which are varied and include a wide range of creative activities, such as play dough. Children are fascinated as they feel the different texture of the dough, for example as they pat and squeeze the lentils contained within it. Photographic evidence of activities provides topics for discussion and an ongoing record of children's achievements. Children relate to each other outings they have enjoyed, such as visits to the farm and the animals they have seen. As a result, children's progress is promoted and children fondly recall events.

Young children are settled and confident within their environment. They enjoy games with staff such as hide and seek. They access and explore many floor toys, which are set out attractively and at their level. Children learn to play co-operatively as they join the train track together. They begin to recognise numbers on the carriages.

### **Nursery Education.**

The quality of teaching and learning is good. Staff are knowledgeable in the Foundation Stage and planning for the areas of learning. Detailed assessments are undertaken, which detail children's progression across all of the early learning goals. Planning clearly links to the stepping stones and all staff are informed of the learning intention of focussed activities. In order to meet children's individual needs or attendance patterns the learning intention is either repeated or consolidated into another activity. This means that all children are able to experience the opportunities available for learning. Whilst children are motivated learners, play is sometimes structured where they are directed at a given time to complete a specific activity. Furthermore, arrangements in place for the morning registration system can disrupt the flow of play. This means that children are not always able to freely exercise choice.

Children behave well. Younger children within the pre-school learn from the older and more able children. They learn to share and take turns, for example listening to each other during registration time and to be considerate to others. During registration time children confidently share their personal belonging brought in from home. Language skills are developed through staff effectively modelling and reinforcing language. Staff extend children's language for thinking skills by asking open ended questions such as "what does it feel like?"

Opportunities for children to mark make include activities such as writing letters and invitations. They proudly put them in the setting's post box. Older children are beginning to write the letters of their own names and some are able to recognise these on name cards, for example at snack time. Children are introduced to the letter of the week and some are able to link the sound to the letter and offer further ideas.

Children enjoy role-play activities where they play imaginatively as they choose to dress as princesses and clowns. Children are learning to recognise, name and match colours such as red, yellow and blue. During free painting activities they notice change and how colours mixed together can make another colour.

The children are becoming aware of the world around them as they investigate and explore a range of different mediums such as sand and play dough. At registration children look at change as they discuss the day's weather. They collect conkers and talk about changes within the outdoor environment. Children join construction materials to make models. They are introduced to different forms of technology such as a children's tape cassette recorder where they learn how to handle the equipment safely.

Children learn to count with staff support. Their understanding of numbers is consolidated through many different activities. They enjoy counting along a number line and learn to recognise numeral eleven. Some older and more able children can count out eight items unaided. Children recognise shapes and they explore capacity as they fill and empty containers in the sand.

### **Helping children make a positive contribution**

The provision is good.

Children enjoy experiencing different festivals such as the Jewish festival, Rosh Hashanah, where they taste apple and honey and blow horns as they celebrate. This helps them to understand diversity and knowledge of others. Their understanding of others is further developed through accessing resources such as dual language books. Children enjoy dressing up in different ethnic costumes and positive images of disability, gender and ethnicity is promoted throughout the setting. Children with learning difficulties and/or disabilities are welcomed by staff who work closely with the home and other agencies to support families. Detailed observations are made by staff who aid children's transition to school through visits with children and their families.

Children respond well to the adult's calm, quiet approach. They are valued and listened to by staff who aim to meet children's individual needs and interests. Staff are positive role models who sustain children's interest through their own enthusiasm and enjoyment for their work.

As a result, children are motivated, behave well and separate from their parents and carers with confidence. Children's spiritual, social, emotional and cultural development is fostered.

Parents are encouraged to share their views through discussion. The setting has a complaints procedure with records, which relate to the national day care standards, available to share with parents. This helps parents to voice their concerns and make informed choices. Staff induct children well through spending time getting to know the children and family. As a result children are confident within the setting.

The partnership with parents and carers of funded children is good. Information is exchanged with parents in a variety of ways through news letters and information evenings. Parents are welcomed to assist as a parent volunteer where they play with the children and join in their games. Daily communication helps to reassure parents who comment that staff know individual children well and help to progress their development. Open days enable parents to visit the setting and experience the activities and care on offer; this also helps to promote positive links with the community as parents are invited to share their areas of expertise for the benefit of the children. As a consequence excellent relationships are established between the setting and home.

## **Organisation**

The organisation is good.

Children relate very well to the caring and knowledgeable staff, who are enthusiastic in their work. Children are happy in their environment and are cared for by staff who have been appropriately vetted. Staff have relevant experience, qualifications and understanding of the needs of young children to ensure they are appropriately cared for. The key worker system in place ensures that children benefit through consistent staff and care. Staff have different skills to share and individual areas of expertise, for example by individuals taking on different roles within the setting.

A comprehensive operational plan is available to share information regarding the settings policies and procedures. Documentation is mostly accurate and maintained but whilst staff are knowledgeable of policies, not all contain current revised guidance. This means that written information is inconsistent with the knowledge held by staff. Registers are completed and checked, which helps to keep children safe.

The leadership and management of the nursery education is good. The setting identifies areas to develop and strengths of practice and they are committed to reviewing and improving on practice. Staff work well together and they are clear of their roles and responsibilities. Overall, the provision meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

Not applicable.

### **Complaints since the last inspection**

There have been no complaints made to Ofsted since registration. 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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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):

- update documentation to include current revised guidance for communicable illnesses and child protection policies

#### **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):

- review the morning registration system and the organisation of activities in order for children to freely exercise choice during play.

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