

# Holy Trinity Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	253441
<b>Inspection date</b>	07 December 2007
<b>Inspector</b>	Clare Johnson
<b>Setting Address</b>	Holy Trinity Church Hall, Spilsby Road, Boston, Lincolnshire, PE21 9NS
<b>Telephone number</b>	07749610187
<b>E-mail</b>	
<b>Registered person</b>	The Trustees of Holy Trinity Pre-School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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 inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are inadequate - notice of action to improve.

### WHAT SORT OF SETTING IS IT?

Holy Trinity Pre-school is a committee-run group which opened in 1975. It operates from a church hall close to the centre of Boston. Children are cared for in three rooms. There is a fully enclosed outdoor play area which is part grassed and part paved. There is some large equipment on the grassed area. Children attending mainly come from the local area.

The pre-school offers sessional care for children aged from two years to under five years. There are currently sixty children on roll including, twenty eight funded three year olds and no funded four year olds.

The pre-school is open daily during term time only. The hours of opening are, Monday, Tuesday and Friday, 09.15-11.45 and 12.20-14.50, Wednesday, 09.15-11.45 and Thursday, 12.20-14.50. Only children who will be starting school the following September are eligible to attend during the afternoon sessions.

There are currently ten members of staff in attendance, eight of whom hold a child care qualification. The group uses some elements of the High Scope approach.

The group has experience of working with children who have learning difficulties and/or disabilities as well as those for whom English is an additional language. They are members of the Pre school Learning Alliance and receive support from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children are protected from infection and are well taken care of if they have an accident or become ill as the staff are well trained in first aid and have put clear policies and procedures in place to minimise the risk of infection. Staff work closely with parents to ensure children's health needs are met. Children learn about good health and hygiene practices as they are encouraged to wash their hands after using the toilet, before eating and after messy play. They understand that by keeping clean they are helping to stop germs from spreading which could make them poorly. The premises are clean and staff mostly observe good hygiene practices, however, cleaning fluids are not always used to sanitise the floor after children have had an accident.

Children are offered a range of healthy snacks, for example, raisins, carrots and crackers. However, they can only choose one item and they cannot choose how much they would like. This limits their independence and can mean that sometimes they have the same thing to eat each day over a week as the snack menu is rotated weekly. Staff know if any children have allergies and their likes and dislikes and so can meet their individual needs. Children have access to fresh drinking water throughout the session.

Children take part in regular physical activity both indoors and outdoors. There is a large garden that has a grassed area with balancing and climbing equipment and a paved area. Children get to go outside most days and when the weather is fine they can go on the grassed area. When outside the children enjoy riding bikes, trikes and scooters and playing games such as bowling and hoola hoop which help to develop their large muscle skills, body control and hand-eye coordination. When inside the children enjoy an activity using lycra to develop their muscle skills further and to move their bodies in different ways. Children's fine manipulative skills are being developed as they use a range of tools and materials to create objects such as familiar characters and snakes from dough.

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

The provision is inadequate.

Children are cared for in three rooms and they can also use the corridor area to play in. The premises are clean and well maintained. The environment is mostly warm and welcoming as staff have attempted to decorate the walls with posters and information for parents. However, there are no examples of children's work on display.

Children are mostly kept safe as the environment is free from hazards and the equipment is safe. The outside area is fully enclosed and staff check it for hazards before children use it which further ensures children's safety. However, fire drills are not completed regularly which means not all staff and children are aware of how to keep themselves safe and shared access to the premises compromises children's safety and welfare as unvetted adults potentially have access to the children.

Children are not safeguarded as staff do not fully understand their responsibilities regarding child protection and the procedures to follow. This puts children at risk as there could potentially be a delay in action being taken to safeguard a child. The policies and procedures are not in line with current government legislation and do not have regard to the Local Safeguarding Children Board.

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

The provision is satisfactory.

Children are happy and settled in the setting. They gain self-esteem through feeling secure within the environment and with the staff. Children are involved in a range of planned activities. However, these do not always support their development and learning. The activities and play opportunities provided for children under the age of three are developmentally appropriate and support their emotional, physical, social and intellectual capabilities. Staff are good role models and support children to learn between right and wrong. Children relate well to their peers and respond well to adults who are interested in what they do and say.

Nursery Education.

Teaching and learning is inadequate. Staff have a limited knowledge and understanding of the Foundation Stage and how children learn. Staff plan activities around the six areas of learning but it is not evident in practice that all areas are being covered on a consistent basis. Activity plans are produced for an activity each day but they do not detail how the activity can be adapted for children who need additional support or children who need to be challenged. Plans do list children for whom the activity might be particularly appropriate but not the reasons why. Activities are evaluated but this information is not consistently used to help plan for children's next steps. The evaluation is often merely a description of what happened.

Teaching methods are not always effective in engaging children and as a result some do better than others. Children are not making enough progress towards the early learning goals based on their abilities and starting points as they are not offered sufficient challenge. Staff complete profiles for the children to map their progress against the stepping stones. It is not clear how well the children are progressing in relation to their starting points. Time, accommodation and resources are not consistently used to offer the children the best opportunities. The sessions are often fragmented with no continuity. Children are grouped in different groups to their key worker groups for structured curriculum activities, snack time and outside play time. The majority of the session is adult-led which restricts children's independence and opportunity for them to take ownership of their learning experience.

Children's behaviour and attitudes to learning are good. They show interest, ask questions and concentrate on tasks. They express confidence and have good self-esteem. However, children do not make sufficient progress in relation to their starting points and many children show the potential to achieve more than they are currently. Children are not sufficiently challenged to support their progress.

In literacy, children have limited opportunities to write for different purposes and the range of books available to them lacks non-fiction texts. The book area is not well resourced and children rarely spend time there without an adult encouraging them to do so. When children do spend time in the book area with adults they enjoy getting cosy on the cushions and looking at the books together. Some children clearly demonstrate that they are capable of writing their own names as one child spells her name out on the inspector's computer. These children are not

encouraged to practise their handwriting and letter formation on a consistent basis throughout the session. There are no examples of children's emergent writing on display. Children communicate well with staff but opportunities to extend their vocabulary are limited.

The use of mathematics in everyday activities is limited. Children do not have consistent opportunities to solve problems, use calculation or learn about shape, space and measure. The opportunities for exploration and investigation are also limited. Children do develop their designing and making skills through constructing with blocks and craft materials, however, there is a lack of natural resources available to them on a consistent basis. There is a computer that the children frequently access. Children also have telephones and tills to role play with. These resources support their development in learning about information, communication technology, however, programmable toys are not used on a regular basis.

Children's are developing good self-esteem and confidence which is supported by the staff. They are beginning to develop independence in their personal skills. For example, children dress and undress independently, select resources and are developing their personal hygiene skills. However, the height of the coat pegs prevents children from getting their belongings for themselves and children have limited opportunities to be involved in the preparation of their snack. Children participate in a range of activities which supports their creative development. However, this is sometimes over directed by staff and children do not always have access to additional resources and equipment to fully explore and develop their own ideas.

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

The provision is satisfactory.

All children are encouraged to participate in activities, giving them equal opportunities to enjoyment. Staff support children's understanding of different cultures through the celebration of festivals such as Diwali, Christmas and Chinese new year. All children are treated with respect by staff, however, staffs lack of knowledge and understanding limits their ability to actively promote diversity. Children's needs are identified through discussion with parents and through the registration forms they fill in. However, these needs are not always taken into consideration as staff do not know the languages or religions of all children. This limits the support that the staff can give these children.

Children with learning difficulties and/or disabilities are valued and included within the setting as staff actively promote inclusion. There is a nominated member of staff with responsibility for special educational needs and the setting works closely with other settings and professionals to ensure children get the support they need.

Children's behaviour is good due to the strategies used by staff to manage behaviour. Children learn the difference between right and wrong and are beginning to understand the reasons for good behaviour. Children are confident in the setting and are used to the well established routine and familiar staff members. The environment is calm which enables children to learn and develop. Staff are consistent in their approach to behaviour management which further gives children a sense of security. Children's spiritual, moral, social and cultural development is fostered.

Parents are given an adequate amount of information about the setting, its routines and policies. There is a parents' information board that displays information about what the children are doing. Parents and children are given a warm welcome when they arrive at the setting and staff are always available if the parents want to talk about their child.

The partnership with parents and carers of funded children is inadequate. Parents do not receive good quality information about the Foundation Stage. This limits the opportunity for parents to become fully involved with and support their child's learning and development. Basic information is gathered from parents when the children start at the setting. Parents are invited to appointments to discuss what their child has been doing at the setting. However, there is little explanation of what this means in relation to the stepping stones and early learning goals.

## **Organisation**

The organisation is inadequate.

Children are cared for by staff that is committed to them. Staff show real care and consideration for children and high adult: child ratios ensure that children are positively supported in their care. Most staff and committee members are suitable to work with children. However, the recruitment procedures are not always sufficiently robust to ensure children are safeguarded. For example, medical suitability is not assessed in any way and references are not consistently appropriate. Some records are not kept on the premises and so were not available for inspection. Not all policies and procedures are in line with current government legislation. The setting does not meet the needs of the range of children for whom it provides.

Leadership and management of nursery education is inadequate. There is a lack of clear vision for the future. There is an induction process that staff go through when they first start working in the provision but this is not totally effective in equipping them to fulfil their roles completely. The induction process does not identify all staffs training requirements and some policies and procedures that are incorrect give staff the wrong information. There are weekly staff meetings where the Foundation Stage is discussed but these are not fully effective as they have not identified the weaknesses in nursery education. Similarly staff have appraisals but these have not identified all of their training requirements and where they have been identified, training has not consistently been accessed. There is a lack of monitoring and evaluation of the curriculum which has led to weaknesses being identified at this inspection. The manager and staff team are committed to improvement and have started working closely with support agencies to ensure this.

## **Improvements since the last inspection**

At the last inspection the provider was asked to provide opportunities for children to freely and spontaneously access craft materials, paint and musical instruments on a regular basis. This has mostly been achieved and as a result children have access to craft materials and paint on a daily basis throughout the session. This supports their creative development, however, access to musical instruments is not as regularly available. The provider was also asked to improve the accessibility of drinks for children throughout the session. This has been implemented and as a result children can access water whenever they need to thus promoting independence and ensuring they do not go thirsty. The provider was also asked to review the organisation of children during story time to ensure the needs of all children were met. This has not been successfully implemented and as a result, all children's needs are still not being met at story time.

## **Complaints since the last inspection**

Since 1 April 2004 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 inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are inadequate - notice of action to improve.

### WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

#### The quality and standards of the care

To improve the quality and standards of care, the registered person **must** take the following actions:

- ensure that the child protection procedure complies with those of the Local Safeguarding Children Board (LSCB) and that all adults working and looking after children in the provision are able to put procedures into practice
- ensure that there are effective procedures in place for checking that staff are suitable to work with children and that Ofsted is informed of any changes to the committee
- ensure that all records relating to day care activities are readily accessible and available for inspection at all times and that they meet current legislation.

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

#### The quality and standards of the nursery education

To improve the quality and standards of nursery education, the registered person **must** take the following actions:

- improve the information given to parents about the Foundation Stage to support their involvement in their children's learning
- ensure that the provision of nursery education is effectively monitored and evaluated
- ensure children are offered well-planned, challenging activities promoting the six areas of learning and use open-ended questioning to extend their thinking and learning
- develop staff's knowledge and understanding of the Foundation Stage.

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

The Department for Education and Skills and the local authority have been informed.

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](http://www.ofsted.gov.uk)