

# Trinity Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	136109
<b>Inspection date</b>	27 March 2008
<b>Inspector</b>	Susan Esther Harvey
<b>Setting Address</b>	Holy Trinity Church, Broad Croft, Bradley Stoke, Bristol, Avon, BS32 0BD
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<b>Registered person</b>	The Trustees of Holy Trinity Church
<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?

Trinity Pre-School opened in 1990 and operates from two rooms in the Trinity Church Community Centre, Bradley Stoke, South Gloucestershire. A maximum of 31 children may attend at any one time. The pre-school is open four days a week from 09.15 to 11.45 and 12.30 to 15.00 on Tuesday, Thursday and Friday, which also includes a lunch club. On Wednesday the pre-school is only open from 09.15 to 11.45. Children have access to a secure enclosed outside play area.

There are currently 59 children aged from three to under five years on roll. Of these, 53 children receive funding for early education. Children come from the local area. The pre-school supports children with learning difficulties and children who speak English as an additional language.

The pre-school employs eight members of staff. Of these, seven work directly with the children. Of these, five hold appropriate early years qualifications and two are working towards a qualification.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children are very independent and manage their personal hygiene with little support from staff. Children confidently use tissues and wash hands before and after snack. Children show an awareness of their personal needs. For example, they know when they want food and drink. This is supported by the use of a 'snack bar' where children can choose from a good selection of fruit and vegetables such as strawberries, cheese, cucumber, banana and apples. The interesting nutritious snacks enables children to learn about healthy eating options. Parents provide a packed lunch box. They are given an advisory leaflet which explains what wholesome food to include for children to eat and enjoy. Children confidently pour their own drinks and wash up their plates and cups after use. Staff and children sit together and enjoy each other's company. As a result, children are learning acceptable social skills and how to make healthy eating choices.

There are sufficient staff members on duty with appropriate first aid qualifications. This ensures appropriate action will be taken in the event of an accident. Parents provide written permission to seek emergency medical treatment or advice if needed. Children's medical and dietary requirements are accommodated and fully discussed with parents. Therefore, children's health needs are promoted effectively.

Children relish the chance to exercise to a range of musical sounds. They crawl and sway following clear instructions. Children have the chance to spend much of their time out-of-doors. This includes extended play opportunities where they use water, paint brushes and rollers, to 'paint' walls and fences. They enjoy the experience as a means of improving their hand and eye coordination and pre-writing skills. Overall, children are learning the importance of daily fresh air as part of a healthy lifestyle.

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

The provision is good.

Children are cared for in a safe environment where all the risks have been identified and minimised. This includes appropriate security measures where access to the pre-school area is limited. There is also a record of visitors to the pre-school which ensures the safety of children. Children learn to keep themselves safe as they take part in regular emergency evacuation drills. These are recorded and monitored by staff. Children enthusiastically tidy away toys after use and know where they are stored. Toys and resources are kept on low shelves and drawers. Children are able to access them independently whenever they wish. Children register themselves in the pre-school on arrival using their printed name which is placed onto a board showing 'Humpty Dumpty' sitting on a wall. As a result, children's confidence and self-esteem is enhanced.

Staff welcome children into the pre-school by name at the beginning of each session. Children's pictures and craft work are displayed around the walls in both rooms. As a result, staff give recognition and value to children's work while celebrating their achievements. Toys and resources are good quality. Children can sit in comfort while looking at books and listening to stories. Children are provided with a selection of role play resources. For example, children enjoy copying adults and involve staff using small world hospital equipment such as stethoscopes and bandages.

As a result, the resources provided by staff enables children to use their own personal experiences in play.

Children's welfare is protected through staff members' clear understanding of their personal responsibility to safeguard children. Staff are aware of the recording and reporting procedure should they have any concerns about a child in their care.

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

The provision is good.

Children are confident and happy in the pre-school and they quickly become involved with the activities on offer. Staff are friendly and approachable, children are made welcome as they sit and wait for everyone to arrive before singing a welcome song. Children play very happily together taking turns and sharing toys while enjoying role play activities. This includes playing together with toys in the home corner imitating the preparation of food and ironing clothes. Children are able to choose from a good selection of activities and toys which they can select for themselves with ease. Children are skilful communicators and have a good relationship with staff and each other. They mix well and know each other by name.

### **Nursery Education.**

Teaching and learning is good. Children's learning is progressing appropriately. Members of staff have sufficient knowledge of the Foundation Stage curriculum. Children's assessments and staff observations are appropriately recorded in line with the stepping stones. Staff regularly record some of the children's progress using the local authority document and their achievements are supported with photographic evidence, as well as art and craft work. Although the planning aim for children is clear and activities well considered, they are insufficiently evaluated or regularly recorded in order to identify the next stage of children's learning. As a result, individual children's learning potential is not always fully maximised. Children are sufficiently challenged through staff questioning and a good selection of activities. For example, children look in wonder as large blocks of ice change shape and colour when adding salt and green food colouring. Therefore, children are learning basic science in a fun way. Children with learning difficulties receive good support from external agencies in order to be fully integrated into the setting.

Children are keen to learn and initiate activities for themselves, they show enthusiasm for the activities on offer. Children have a good level of independence and freely select resources for themselves. They take responsibility for their personal care, such as putting on aprons before painting and craft activities. Children confidently use scissors and other tools such as paint brushes. They enjoy creating pictures from shiny paper and coloured shapes. Children design models from cardboard tubes and boxes. They extend their imagination using wooden blocks to build walls and 'fire stations'. As a result, children are learning to be creative and take pride in their work. Children are able to count up to 10 and beyond, confidently linking objects with numbers. They learn various positions such as 'in front, up and down, behind' while exercising together. Children enjoy listening to stories and join in with familiar refrains. They enthusiastically sing favourite songs and nursery rhymes while sitting in a group or confidently on their own. Children work well together in small groups. For example, they spend time moulding and rolling play dough. They energetically build and design tractors and cars using wooden wheels and rods. Therefore, children are learning skills to explore different materials and realise that tools can be used for a purpose.

Children have the chance to experience activities centred around the wider community. This includes using the role play area as a hospital ward where children are able to 'bandage' staff and dolls to heal broken bones. Children are fascinated with the increase in the size of a leaf as they look through a magnifying glass. They are able to easily identify their name which they use to secure their place at snack time. Children have many opportunities to extend their learning using the outside area. This includes, messy activities such as corn flour mixed with water and the spontaneous use of coloured chalks on large surfaces. Staff give children lots of praise and encouragement, they provide good quality activities and opportunities for children to succeed and learn through play.

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

The provision is good.

Children are welcomed into the setting where new children are given time to settle and are supported by staff so that they easily fit into the pre-school routine. Parents are provided with a good selection of information about the pre-school on registering their child. Parents comment that they are happy with the way pre-school staff care for their children. Parents are informed of the process the pre-school will take in the event of a complaint. Children are included in the setting and valued by staff as individuals. As a result, children's needs and individual requirements are fully supported.

Children behave well in the nursery, they are thoughtful and care for each other. Children are very independent and show high levels of self-esteem. They know what is available to use. For example, children look at laminated pictures of resources kept in a store cupboard, they then are able to express their interest to staff who provide the chosen equipment. As a result, children are making decisions for themselves in their choice of play resources. Children are very friendly and enjoy talking to visitors about their home life and favourite pets. Children have the chance to make contact with the local community. They walk to the nearby library to hear a story and choose books for all the children to read. Children have access to some books in order to enjoy stories. However, there are limited resources which children can regularly look at that reflect positive images of diversity, including culture and disability. Children are confident in showing how well they can learn and play. As a result, children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. Parents are given good quality information about the Foundation Stage curriculum. This includes an individual leaflet setting out the six areas of learning in detail with an explanation about children's progress records. Information about children is provided both in writing and verbally. Parents have the chance to make written comments as part of their child's assessment records. There is an opportunity for each parent to give staff information about what their child knows. This is used as part of the child's initial assessment on entering the pre-school. Parents make positive comments about staff communication and say the feedback they received about their child's progress is extensive. Parents have the chance to talk formally with staff at any time. This includes meeting at the end of the summer term prior to children starting school. Parents are also made aware of how staff teach the children. They willingly give their time on a duty rota and are part of the parent committee. As a result, parents are fully informed of their children's progress and are involved in their children's learning process.

## **Organisation**

The organisation is good.

Children's care and attention is supported by staff who are qualified and experienced. Documents such as children's emergency details and medical condition are readily available when needed and kept up to date. The register fully records children's and staff members' presence in the setting. A formal register is also taken. Children confidently answer to their name in readiness for starting school. Documents relating to the organisation of the group are appropriate, up to date, and conform to the National Standards. Regular staff meetings take place to discuss planning and progress of the children. There is a close link with the local primary school and the local authority advisory teacher provides support where needed. As a result, the provision meets the needs of the range of children for whom it provides care and education.

Leadership and management is good. There are appropriate recruitment procedures in place in the event of appointing new staff. An annual appraisal system for staff gives them the chance to identify their training needs and increase their personal development. However, staff are very proactive in attending training courses throughout the year in order to improve the quality of learning and play for children. For example, the success and implementation of the extended outdoor activities for the children is the result of a training session attended by several members of staff. The pre-school's continuing aim, as quoted in the pre-schools constitution, is to 'provide safe and satisfying group play, in which parents have the right to take part'. The future aim of the pre-school committee and staff is to implement a self-evaluation routine as an ongoing task to identify any improvements needed.

## **Improvements since the last inspection**

At the previous inspection the provider agreed to adapt the complaints procedure to remove the reference to the Social Services Department's role. The provider also agreed to develop the equal opportunities policy to clarify how it works in practice and to remove reference to the names of individual children relating to child protection. Policies and procedures have now been amended to ensure confidentiality is maintained.

The provider also agreed to separate the records of accidents from other reports to parents, and develop a format for parents to give permission for the administration of medication. Parents provide written permission for staff to administer medication where needed and children's accidents are recorded appropriately and remain confidential. As a result, confidentiality has been improved overall.

At the previous education inspection the provider agreed to consider making a formal arrangement for parents to discuss their children's progress. Parents have the chance to meet with key staff involved with their children's learning at a parents meeting. This takes place at the end of the summer term prior to children starting school.

As a result, partnership with parents, and information about children's progress has been improved.

## **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 from 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):

- display positive images and provide resources which reflect diversity with special regard to culture and disability

#### **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 all children's individual achievements are regularly monitored and evaluated to extend their learning

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)