

# Holy Trinity Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	253441
<b>Inspection date</b>	11/11/2008
<b>Inspector</b>	Anne Barnsley
<b>Setting address</b>	Holy Trinity Church Hall, Spilsby Road, Boston, Lincolnshire, PE21 9NS
<b>Telephone number</b>	07749610187
<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

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. The premises is accessed from the front of the building with a wide ramp leading to double doors. Children are cared for in three rooms. There is a fully enclosed outdoor play area which is part grassed and part paved. The outdoor area has a large, all-weather canopy to enable children to play outdoors for greater periods of time. There is some large equipment on the grassed area. Children attending mainly come from the local area.

The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register and offers care for a maximum of 32 children aged from two years to under five years. The pre-school is open daily during term time only. The hours of opening are, Monday, Tuesday and Friday, 09.15 to 11.45 and 12.20 to 14.50, Wednesday, 09.15 to 11.45 and Thursday, 12.20 to 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, nine 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. It is a member of the Pre-school Learning Alliance and receives support from the local authority.

## Overall effectiveness of the early years provision

Holy Trinity Pre-School provides children in the Early Years Foundation Stage with a warm, welcoming and inclusive environment in which all children are valued. There are some weaknesses in the current observational and assessment system and how this information is used to effectively plan for all children's individual needs and involve parents. However, children with learning difficulties and additional needs are extremely well supported. Good progress has been made by the setting since the last inspection, and the introduction of self-assessment demonstrates a commitment by the staff to make continuous improvements.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop observations and assessments further to reflect children's individual progress and the next steps in their learning and development
- develop planning further to demonstrate how the Early Years Foundation Stage is being delivered through activities and make this information available to parents.

## **The leadership and management of the early years provision**

Children's welfare, learning and development is successfully promoted because there is effective leadership. Since the last inspection the staff team have worked hard to develop their knowledge of the Early Years Foundation Stage and safeguarding children, which has had a positive impact on their practice overall. However, the current system that is used for planning activities is not yet fully developed. Despite this, all areas of weakness identified at the last inspection have been addressed and the necessary improvements have been made. In addition to these, the staff team demonstrate their dedication to making ongoing improvements to the setting, for example by building an all-weather cover to increase children's opportunities for play and learning in the outdoor environment, and by reorganising parent meetings to better meet the needs of parents. Further to this, self-evaluation has recently been introduced and is being used as an ongoing tool to enable staff to identify the setting's strengths and weaknesses and reflect on practice.

Children are safeguarded through procedures for vetting and recruiting staff to ensure they are suitable to work with children. Staff are aware of their duty of care towards all children and their responsibilities to refer any concerns regarding child protection. Children are kept safe as regular risk assessment is carried out, both indoors and outdoors, and safety measures and procedures that minimise hazards are implemented. Policies and procedures are reviewed and updated to reflect changes to practice or legislation and all are available for parents to read. All required documentation to ensure the welfare of children and the efficient running of the setting is maintained.

## **The quality and standards of the early years provision**

Children are warmly welcomed at the start of each session and have a familiar routine which gives them a sense of belonging and makes them feel secure. Children choose what they wish to do throughout the session, which promotes their personal preferences and independent thought. Children are confident to work independently and take an interest in books, the role play area, create dens under tables, and use their imagination for construction. Staff engage with children in their play and generally pick up on their natural interests and conversation. This contributes to developing children's self-esteem and confidence as well as extending their language and communication skills. Engagement is less effective during large group activities when younger children have a tendency to become distracted or are reluctant to join in with counting and singing. However, this is less noticeable during the afternoon session when older children, who are more established in the setting, attend. Children's independence is fostered further through the support they receive when learning to take care of their personal needs such as going to the toilet alone, helping themselves to drinks when they are thirsty and dressing themselves when they go outside. Children help to set out resources such as chairs, and also to tidy away at the end of a session. They are learning to make a positive contribution and work harmoniously as a group. They enjoy exploring different media such as paint, using mark-making tools, and through a range of creative crafts. They also use

different natural resources such as water, soil, leaves, and fir cones in a variety of ways. Children explore the outdoor area daily and participate in gardening and environmental activities, which supports their learning about nature and living things. In addition to this, visitors bring a range of pets to the setting so that children learn about handling animals, how they live and how to care for them. Children use toy walkie-talkies and phones in their play as they invent games with them and extend their understanding of communication. They have a small range of programmable resources which is currently being extended to develop their knowledge of technology.

Staff make observations of what children are doing however, observational records and evaluations do not always demonstrate children's progress and their next steps in learning, when they need additional support or challenge, and how this information is used to inform planning for their individual needs. The current system that is used for informing parents of planned activities is not yet fully promoted as it is still being developed. In spite of this, staff know their children well. This is particularly evident with children who have learning difficulties or additional needs. Individual learning programmes are well planned, and through consultation with parents and experts in the field, teaching methods and chosen teaching aids fully support children and help them to make steady progress at their own pace and be fully included in the setting.

Children's welfare is promoted as they are learning how to keep themselves healthy and safe. The importance of personal hygiene is promoted and children are developing an understanding of healthy eating through nutritious snacks, and of healthy lifestyles as they develop physical skills both indoors and outdoors. Staff respond appropriately to accidents as the majority are trained in first aid and they have procedures in place to deal with emergencies. Children learn about safety as staff talk to them about using equipment safely and by reminding them of simple safety rules in the setting. Children behave generally well and respond suitably to staff when being guided in matters when less favourable behaviour is displayed.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

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.