

Trinity Pre-School

Inspection report for early years provision

Unique reference number 301828
Inspection date 21/09/2009
Inspector Janet Fairhurst

Setting address Trinity Church, Front Street West, Bedlington,
Northumberland, NE22 5TZ
Telephone number 07719318332
Email caroltelford@btinternet.com
Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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 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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Trinity Pre-School opened in 1991. It operates from one room in Trinity Church situated on the main street in Bedlington, Northumberland and is run by its own committee.

A maximum of 25 children in the early years age range can attend at any one time. The provision is registered on the Early Years Register and there are currently 33 children on roll. The group opens five days a week from 9.10am until 11.45am during school term times. Children attending the group are from the local area. They have access to an enclosed outside play area.

There are six members of staff working with the children, all of whom hold relevant childcare qualifications at various levels. The pre-school is a member of the Pre-School Learning Alliance and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting provides a caring environment where there is a focus on ensuring that all children are fully included, making them feel valued and special, and as a result children are making good progress in their learning. Staff work hard to transform the church hall into a stimulating indoor and outdoor learning environment for the children. Partnerships with parents continues to develop, however, systems to share children's progress are not yet fully established. Committed to improvements and of reflective practice the pre-school effectively identifies areas they wish to improve and continually strive to make continuous improvement.

What steps need to be taken to improve provision further?

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

- consider methods of storage to further promote children's independence and provide children with the ability to make greater choices in their play
- build upon existing policies and procedures so that parents are fully aware of the role of the regulator, particularly in relation to complaints
- continue to develop appropriate systems for sharing information with parents about the progress of their child's learning and development, and which enables them to contribute to the observation and assessment process.

The effectiveness of leadership and management of the early years provision

Detailed policies and procedures are in place and used to inform practice and safeguard the welfare of the children who attend. The effective recruitment and vetting of all staff ensures that children are well cared for by qualified, suitable

adults. This combined with an induction programme and regular appraisals ensures that staff are aware of their roles and responsibilities and implement these consistently. Accurate attendance records and the recording of accidents and medication further ensures the protection of children. Staff are very motivated in their own professional development and are effectively supported by management.

The new manager of the setting and the staff make the best use of the premises despite the challenges of working in a shared busy church hall. They work hard to provide children with adequate choices in their play however, children's free choice is limited due to the lack of child height storage. Staff deploy themselves very effectively in order to supervise all areas and support children's ongoing development and this results in a free flow of play for indoor and outdoor play. A successful key person system, effective team work and staffing levels ensure a good level of support for children.

Staff have established satisfactory links with parents and carers, collecting and sharing relevant information. Policies are made available to parents, however, some parents remain unaware of the role of the regulator particularly in relation to complaints. Although there are well thought through procedures for recording children's progress which are continually evolving to increase their value, these are not currently shared with parents for them to make their own observational contributions. This limits the opportunities for parents to become involved in their children's learning. There are good relationships with the local school and the new manager is considering how to further develop the partnerships with others providing the Early Years Foundation Stage (EYFS), such as childminders to ensure progression and continuity of learning and care. The pre-schools self-evaluation provides an accurate assessment of its current effectiveness and demonstrates that the action plan for continuous improvements is realistic and well targeted to ensure positive outcomes for children. The provision effectively promotes both equality and diversity.

The quality and standards of the early years provision and outcomes for children

Children are very enthusiastic about learning and arrive at pre-school keen to explore the range of activities provided. All the staff have a clear understanding of the EYFS which enables them to promote good practice and ensure children make good progress in their learning. Staff are clear about what they want children to learn and provide activities that are stimulating and engaging. There are good systems in place for staff to observe and record what children know, understand and can do and for tracking the progress they make over time. Taking account and responding to the interests and ideas of the children the information gained from the observations is then used to plan effectively for individual children's next step in their learning.

Children enjoy good relationships with their peers and with staff. They play well together happy to share and take turns with minimal encouragement from staff. Children are confident and behave very well and are proud of the warm praise and encouragement they receive for their efforts and behaviour. They listen to and

have respect for others, and this combined with the good role model set by the staff ensures all children learn right from wrong. Children are able to express themselves through creative activities including painting, collage, discussion, role play and early writing. The availability of resources, such as puzzles, matching games and play dough enables children to explore concepts of number, sequencing, weight and colour. Children further develop their awareness of number during outdoor play as they select wheeled toys with specific numbers displayed and know that they have to park them up in the matching numbered parking bay. Children's physical development is promoted well with the effective use of the outdoor area. This combined with the lively and energetic 'busy song' which starts the children day with stretching and stomping also promotes the importance of regular exercise. Children's independence is growing as they serve their own snacks, collecting their name card to say they have had it. They use the computer needing very little support from staff, and attempt to put on their coats for outdoor play.

Children develop a clear understanding of how to keep themselves safe. They follow rules, such as not going passed the cones when using wheeled toys to avoid bumping into other children, and begin to understand about 'stranger danger' reinforced through activities and the use of hand puppets. Children practise regular emergency evacuations which helps them to become more familiar with the procedure. They are reminded to walk indoors and to pick items up from the floor, so that other children do not fall over them. Children are encouraged to follow good hygiene routines and benefit from healthy snacks and easy access to water.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
------------------------------------------------------------------	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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

