



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 306403

DfES Number: 519347

INSPECTION DETAILS

Inspection Date	14/12/2004
Inspector Name	Sheila May Price

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Holy Trinity Preschool & Playgroup
Setting Address	Market Street Hoylake Wirral CH47 3BH

REGISTERED PROVIDER DETAILS

Name	. Holy Trinity PreSch Committee
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ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Holy Trinity Pre-School is managed by a voluntary committee. It operates on the premises of Holy Trinity Primary School in Hoylake, Wirral and serves the local community. The playgroup uses a school classroom, with an adjacent secure outside play area and occasional use of the hall. The group operates term time only from Monday to Friday 09:00 - 11:45 and 13:00 - 15:45. Places are provided for a maximum of 18 children at any one session aged from two and a half to school age. The group is staffed by a manager, deputy, and four assistants. All have either relevant childcare qualifications or are working towards one. There are currently 33 children on roll of whom 21 are in receipt of funded nursery education. The setting supports children with special educational needs and who speak English as additional language.

How good is the Day Care?

The quality and standard of day care at Holy Trinity Pre-School is good.

Organisation is generally good. There is a high ratio of staff to children giving good support for children's development and learning. The premises are made welcoming with attractive displays. There are good outdoor facilities. Space and resources are well organised. Toilet facilities are easily accessible from the room but are still not equipped with warm water. Records are well maintained. There is adequate detail in written policies but not all have been updated.

Children are well looked after in a safe environment. The good health and hygiene policies are carried out well in practice. Children learn the importance of good personal hygiene and there is a healthy eating policy. Most staff are qualified to administer first aid and there are suitable sickness and emergency procedures. Staff have a good knowledge of child protection issues. The premises are safe and secure and staff supervise children well.

Children develop good social skills and play with imagination and creativity. The activities children participate in are varied and interesting. Learning areas are well

resourced. Children have choices and time to develop their own ideas in play. Planning ensures a broad curriculum that fosters children's all round development. Staff observe and assess what children can do, using this best when planning for children with special needs. There are good resources for helping children discuss similarities and differences and to value diversity. The staff manage children's behaviour very well and promote learning with generally skilled intervention.

Information from parents is used well when children are settling in so that individual needs are met. Parents are welcomed in and can exchange information informally on a daily basis. Information about parents role on the committee is not shared very effectively and details about the Foundation Stage require updating in the brochure.

What has improved since the last inspection?

There were seven actions raised at the last inspection to meet the standards. These related mostly to record keeping and policies. All have been suitably addressed as follows. Written policies and procedures are now in place for dealing with complaints, safety on outings, exclusion of sick children, and child protection. There are now systems for recording incidents and permission obtained from parents at admission to the seeking of emergency medical advice or treatment. An outstanding check on a member of staff was duly completed.

These improvements provide better accountability and ensure children's safety.

What is being done well?

- There are good outdoor facilities which are used well to promote children's physical development and for children to explore their environment
- The children are well looked after in premises that are safe and secure. The staff supervise children well and the good management of behaviour helps children play safely too.
- The broad and balanced curriculum supports children's all round development. Staff allow children plenty of time to develop their own ideas which encourages creativity.

What needs to be improved?

- provision of regulated warm water in the toilets
- information given about the role of parents on the management committee, and information in the brochure about the Foundation stage
- the system for reviewing written policy documents to support the operational plan.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last

inspection or 1st April 2004 whichever is later.)

There are no complaints to report on since April 2004.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?**The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
4	Ensure that regulated warm water is provided in the toilets
12	Improve information given about the role of parents on the management committee, and update information in the brochure about the Foundation stage.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The provision for funded nursery education at Holy Trinity Pre-School is of good quality overall. Children make very good progress in personal, social, emotional, creative and physical development. Their progress in mathematics, communication, language and literacy and knowledge and understanding of the world is generally good.

The quality of teaching is generally good. The staff have a mostly good knowledge of the early learning goals. Planning systems are generally effective. Learning aims are sometimes not stated clearly enough, particularly for knowledge and understanding of the world. There is a suitable balance of staff and child led activities. Staff do not take up as many opportunities to promote communication and literacy through children's self chosen activities. Staff track children's access well and meet special needs. Good observations are made to inform assessments. These are not always linked to planning next steps so opportunities to challenge more able children are missed in mathematics. Good behaviour management, effective interaction between staff and the children, and good use of resources underpin the areas in which children make very good progress.

There is strong leadership and generally good team work. Some review of the quality of provision takes place and there is a commitment to improvement. The informal monitoring of whether learning aims are being met and evaluating some activity plans is generally satisfactory but has areas for improvement which link to the quality of teaching.

Partnership with parents is generally good. Parents receive information about the overall curriculum and there are suitable arrangements for sharing records about children's progress.

There is still too little information shared with parents about what children are learning each week to encourage them to be more involved.

What is being done well?

- The staff foster children's social, moral, spiritual and cultural development well with good management of behaviour, good resources to reflect diversity and a very good programme of activities helping children learn to care for others and form good relationships.
- Staff make very good use of facilities indoors and out, a good range of equipment, and stimulating games and activities to promote children's physical development, in which they make very good progress.
- Good balance in the daily routine allows children plenty of time to develop their own ideas in play and individual responses in art, music and drama thus

promoting creative development well.

What needs to be improved?

- ways to involve parents more in their children's learning
- more deployment of staff in the reading and role play areas to promote language and literacy
- the inclusion of intended learning outcomes in plans to give guidance to staff and to support the monitoring and evaluation process
- the use made of children's assessment records to identify next steps and set appropriate challenges for different children in mathematics

What has improved since the last inspection?

Improvement on key issues has been generally good overall. The key issues were: to reorganise the reading area to encourage better use; improve use of resources to develop children's awareness of cultural diversity; and provide better information for parents to improve their involvement in children's learning.

The reading corner has been improved and is attractively laid out with comfortable seating. Books are well displayed and forward facing so pictures can be seen. Posters invite children to come and read. Its variable use is now more of a staff deployment issue in the planning.

There has been considerable improvements in the resources showing positive images to challenge stereotypes and to reflect cultural diversity. These are now portrayed in posters, books, jigsaws, dressing up clothes, role play and small world play equipment, all of which are regularly used by the children.

There has been some improvement in providing information about what children are learning through sending out news letters and displaying plans. However these do not give specific enough information about how parents can be involved or guide them as to how they might support children's learning at home.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children participate happily in familiar routines developing confidence and self esteem. They learn to concentrate well. Children gain independence through selecting their own activities and putting on their coats. They play co-operatively learning to share and take turns in the sand tray and when using the computer. Children are acknowledged by staff as they talk about family members. They begin to learn what is right and wrong and to respect the feelings of others.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are eager to communicate and use language well to negotiate and express their feelings. Staff promote new vocabulary well through topics. Children enjoy the story book read to them and join in rhyming couplets. They do not go often to use the book corner. Most are able to read their name and say the initial sound. Some begin to write their name as a label copying the letters. Children's interest in writing for other purposes is not fostered well enough in the role play area.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children enjoy counting songs and are confident counting up to five and beyond. The three little pig story and the topic 'all about me' helps them to group things in twos or threes and match one to one to understand number values. Every day routines and opportunities are not used often enough to present more able children with problems to solve or to calculate. Many good resources are used to encourage children to compare by size and to learn about how different shapes fit together.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children select tools for cooking and mixing ingredients together to make cakes. They explore the different properties of wet and dry sand. Children learn to use the computer. A sense of place is developed as the children move in and out of doors. They begin to be aware of the passing of time as they see plants grow. They celebrate significant cultural events. Some opportunities are missed to encourage children to be curious about how things work and why things change.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children explore different ways to move their bodies. They learn to be aware of others and to move safely on large equipment as they climb up, over and through. They develop co-ordination with a wide variety of equipment to throw, catch, pedal and balance on. A good health and hygiene programme helps children learn how their bodies work and to take care of their teeth. Regular use of a range of equipment and tools develops children's fine manipulative skills.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
<p>Children explore colour texture and shape through printing, collage, painting and model making with different materials creating different effects. They enjoy moving to music, clapping rhythms and singing. They make music for Divali and the Christmas concert using bells and chimes. After listening to stories children dress up and act them out. They move imaginatively pretending to be animals and draw pictures in response to experiences such as their birthdays learning to express themselves.</p>	

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- find ways to involve parents more in children's learning by providing clearer information about learning aims for the week and suggestions as to what they can do at home
- improve the planning systems for how staff are deployed, to include clearer learning aims, and to differentiate intended learning outcomes from information gained from assessments.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.