



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 224730

DfES Number: 581363

### INSPECTION DETAILS

Inspection Date	01/07/2004
Inspector Name	Lesley Jane Bott

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Trentham Pre-School
Setting Address	40 New Inn Lane Stoke-on-Trent Staffordshire ST4 8EX

### REGISTERED PROVIDER DETAILS

Name	The Committee of Trentham Pre-School
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### ORGANISATION DETAILS

Name	Trentham Pre-School
Address	40 New Inn Lane TRENTHAM Stoke-on-Trent Staffordshire ST4 8EX

## 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

Trentham Pre-sSchool originally opened in 1974. In September 2001 it moved to new purpose built premises. It operates from one large room and has access to separate toilets for girls and boys. There is an enclosed outdoor area. The premises have disabled access, parking and toilet facilities. The Pre-school is situated in the residential area of Hanford and serves Hanford, Trentham and the surrounding areas.

It is registered to provide 24 places for children aged between 2 and 5 years old. There are currently 62 children on roll. This includes 25 funded 3-year-olds. Children attend a variety of sessions each week. The Pre-school opens five days a week during school term times. Sessions last from 09.15 to 12.45 and from 13.00 to 16.30. There are places for children to attend 09.15 to 16.30. Optional early finishing times are available for the afternoon session.

Nine members of staff work with the children, one of which is full time. All have early years qualifications except one who is currently attending NVQ2 training. The setting receives support from a teacher advisor from the Early Years Development and Child Care Partnership. (EYDCP)

### How good is the Day Care?

Trentham Pre-school provides good care for children.

The setting is safe, clean and tidy. Children have clear routines that help them feel secure and give them opportunity to extend their personal independence. Safety is emphasised at all times.

A good variety and range of toys and equipment for children is available, which they can choose themselves. The daily routine includes adult and child led activities and staff support and extend children during their play. Staff know the children well and have a very good knowledge of their individual needs, in particular children with special needs.

Good hygiene procedures are in place with the children and staff encourage children to wash hands before snack time. Although the groups need to give consideration on the storage of the nappy disposal bin.

Relationships are very good with parents and the playgroup has a friendly business-like approach to policies and paperwork, although further development is needed on the accident book. There are clear policies and procedures which parents receive a copy of when their child starts at the pre-school.

#### **What has improved since the last inspection?**

Not applicable.

#### **What is being done well?**

- Good use made of space and children are able to easily access toys and equipment.
- Children have the opportunity to be involved in a suitable range of activities. They are given choices and their interests taken into account.
- A very good partnership exists with parents. The pre-school ensures that staff get to know the child's individual needs and frequent discussions with parents ensure the child is cared for in accordance with their wishes.

#### **What needs to be improved?**

- further develop accident book to include all details
- ensure nappy disposal bin is inaccessible to children.

#### **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	Make the nappy disposal bin inaccessible to the children.
7	Ensure accident book is kept up to date.

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

### How effective is the nursery education?

Trentham Pre-school offers high quality provision overall which helps children make very good progress towards the early learning goals.

Teaching is very good. Staff have a secure knowledge of the foundation stage and a solid understanding of how young children develop and learn. The educational programme is very good and all six areas of learning are covered. Staff challenge the children well and expect the most from them, they make skilful interventions to make them think. Staff help children understand what is expected and children respond well to behaviour boundaries. Staff make effective use of time and resources and provide an inviting environment that is well organised.

Assessments of the children's learning are systematic and clearly link to the stepping stones and early learning goals. There is a very good system in place to help support children with special needs. There are currently no children with English as an additional language attending, however there is an effective system in place to offer appropriate support.

Leadership and management is very good. The manager is consistent in monitoring and evaluating the effectiveness of the care and education with the staff. All staff are provided with opportunities to further professional development and there is a commitment to build on existing good practice. Group have recently received Accreditation from Pre School Learning Alliance.

The partnership with parents is very good and parents are kept well informed in many different ways, newsletter, notices and verbal feedback at the end of each session.

### What is being done well?

- The setting provides good quality information about the provision and parents are well informed about their child's achievements and progress. Parents are encouraged to become involved in their child's learning through support and fund raising activities.
- Staff provide good opportunities for children to link sounds of letters and recognise their name. They encourage the children to think and explore real experiences through taste and feel.
- Good team work and organisation throughout the pre-school. The manager ensures continual improvement through a commitment to staff development.
- Children are becoming increasingly independent and able to take care of their own personal needs throughout their time at pre-school.

<b>What needs to be improved?</b>
<ul style="list-style-type: none"><li>● further develop use of outdoor area.</li></ul>



<b>What has improved since the last inspection?</b>
<p>The setting has made very good progress since the last inspection. A programme to link learning shapes and sounds has been included with self registration time.</p> <p>The grouping of children has been further developed by staff now having key groups. During both morning and afternoon sessions children go into their key groups to carry out a specific activity with their key worker.</p> <p>Assessment of children's attainment has been further developed and worked on and the group now keep extensive records of what the children understand, know and can do.</p>

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident, motivated and interested to learn. They willingly try new activities and work well together as a team. Children have good relationships with staff and each other. Children behave well. Older children show independence with selecting resources. Younger children show an increasing level of confidence with their personal independence. Good opportunities to develop sensitivity about other cultures and beliefs.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children interact, listen and readily respond to each other and staff. Older children use descriptive language to express feelings, whilst younger children discuss elements of stories. Children respond to sound prompts and are able to recognise their own name. Younger children are beginning to copy and make marks on paper. Opportunities for children to see their name in print is very good and to use writing for various purposes during play.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count up to 10 and beyond meaningfully. Children are able to recognise and name shapes and patterns, on their name cards and with puzzle games. They develop an awareness of number comparison and calculation through planned activities and through the use of daily situations. Children enjoy a variety of practical activities to compare shape and size and are beginning to sequence and recreate patterns.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children use all senses to explore. They build and construct a range of objects and materials. All children competently use the computer to support their learning. Children talk enthusiastically about the weather and seasons. Younger children are increasing in confidence when asking questions on how things work.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently with control and co-ordination. They all have a good sense of space and are aware of the importance of staying healthy. Children use indoor and outdoor equipment regularly and enjoy physical play. All children show good progress when handling tools with regular use of scissors, pencils and construction toys. Children show a good level of independence in personal care.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children excitedly explore and taste different textures and food from different countries. All children are able to sing songs from memory and readily respond to rhythm and movement in dance. Children sing with the piano when the pianist comes once a week. The children play well imaginatively and organise their own games and freely express ideas.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	



## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very 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**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- There are no significant weaknesses to report but consideration should be given to improving the following:-
- make greater use of the outdoor area, ensuring outside activities are broad and balanced.

*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.*