



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 402239

DfES Number: 520761

INSPECTION DETAILS

Inspection Date 05/11/2003
Inspector Name Gillian Jefferson

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Trinity Road Preschool
Setting Address Holy Trinity Church Hall
Trinity Road
Chelmsford
Essex
CM2 6HS

REGISTERED PROVIDER DETAILS

Name Mrs Judith Barbara Hancock

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

Trinity Road Pre-school opened in 1967. It operates from rooms within the church hall buildings of Holy Trinity Church, in central Chelmsford. The pre-school serves the local area.

There are currently 18 children from 2 to 5 years on roll. This includes 8 funded 3 year olds and 4 funded 4 year olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs or those who speak English as an additional language.

The group opens three days a week during school term times. Sessions are from 09:30 until 12:00 on Monday, Wednesday and Friday.

Four full time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. Two staff are currently working towards a recognised early years qualification. Two volunteers also regularly work with the group. The setting receives support from a mentor from the Early Years Development and Childcare Partnership (EYDCP). The pre-school is also a member of the Pre-School Learning Alliance (PSLA) and is currently going through their accreditation process.

How good is the Day Care?

Trinity Road Pre-School provides a satisfactory standard of care for children.

The staff, space, resources and volunteers are all organised carefully to support the children's development, though display opportunities within the provision are currently quite limited. Effective implementation of the policies and procedures helps ensure the children are well cared for, though some documents require updating in line with current practice.

The children are kept safe through daily use of risk assessments and good levels of vigilance by staff. Procedures to protect children are in place but some elements

need formalising within the policies. Most staff have a current first aid certificate. Good care is provided regarding all the children's needs. A wide variety of healthy snacks are made available, according to their dietary needs. All children are included and valued.

The planning and provision of a broad and worthwhile programme of activities, helps stimulate the children and encourage their development in all areas, supported further through quality interaction from staff. The children are actively involved throughout each session and confidently select activities for themselves. Many children can sustain their interest in activities for long periods of time, and staff understand the importance allowing them to complete tasks within their own timescales. The children's behaviour is very good and well supported by staff.

There is an effective partnership with parents and carers. Newsletters and daily verbal feedback is used to keep them informed. The group are currently looking at extending the flow of information to include written feedback and open days.

What has improved since the last inspection?

At the time of the last inspection the group agreed to obtain and keep consent forms for seeking emergency medical treatment and the administration of medication. These consent forms are now in place.

What is being done well?

- The provision of a balanced and worthwhile programme of activities which stimulates the children and encourages their development in all areas.
- Children's safety is of great importance to the staff and the implementation of daily risk assessments and effective arrival and collection systems support this.
- Children's individual needs are well catered for, with children feeling valued and included.
- Children's dispositions and attitudes to learning are effectively fostered. They are encouraged to develop independence and are supported in persisting at activities of their choosing for extended periods of time, through sensitive implementation of the 'child centred philosophy held by the group.
- The staff's modelling of behaviour, which assists the children in developing a high level of self control, understanding right from wrong and care and concern for their peers.

What needs to be improved?

- the content of the operational plan to include policies for lost and uncollected children and to reflect current practice
- the sick children policy to include the action that would be taken should a children become ill whilst at the group

- the child protection policy to formalise procedures to be followed in the event of an allegation made against a member of staff
- the use of display to enhance the environment, including positive references relating to equal opportunities and sharing information about the group with parents and carers.

Outcome of the inspection

Satisfactory

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	Implement the new ideas to develop the display opportunities within the provision, to enhance the environment and make it more stimulating for the children. Also to extend the available information to parents/carers about the 'curriculum' in relation to the Foundation Stage and the early learning goals.
14	Review paperwork and documentation and update in line with current practice. This refers to the Operational Plan (lost and uncollected children policies), sick children policy, and child protection policy.

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

How effective is the nursery education?

The provision of nursery education at Trinity Road Pre-School is of good quality. It enables children to make very good progress in their personal social and emotional development and generally good progress in all other areas.

The quality of teaching is generally good. Staff provide a wide variety of worthwhile activities and question the children to promote their learning. Links to the early learning goals and stepping stones are not yet comprehensive within the planning and assessment documentation. There is difficulty in confirming that all the appropriate Foundation curriculum is being met. Some aspects may be missed in planning the next steps in children's learning. Staff are very successful in supporting the children in making good relationships and motivating them to learn. They also model behaviour very effectively, which supports the children in learning about right and wrong and how to cooperate well with others.

The leadership and management of the group is generally good. The owner/supervisor has had a key role in developing a dedicated and effective staff team. They are committed to improving the care and education for all children. Their involvement in the Pre-School Learning Alliance's accreditation scheme supports this and will help them develop more effective monitoring and evaluation of the whole provision, which in turn will support their teaching to promote the children's development.

Partnership with parents and carers is also generally good. The group keep parents and carers well informed, particularly through verbal feedback and provide them with follow up activities should they wish to be involved in extending their children's learning related to the topics. A recent review of this area has triggered the group to draw up additional plans to further enhance the flow of information and involve parents and carers even more in their children's learning.

What is being done well?

- Staff member's skilful use of modelling, quality interaction and questioning, support the children in progressing towards all early learning goals, but especially personal social and emotional development.
- The provision of a varied and worthwhile activity programme that stimulates and encourages all the children's development and capitalises on their interests.
- The commitment and teamwork of staff to provide a stimulating learning environment and exciting learning opportunities.
- The use of role play to enhance the children's knowledge and understanding of the world, along with their imagination and creativity.

What needs to be improved?

- The links within the planning to the early learning goals and stepping stones.
- Providing broader learning intentions from activities that can support further development and help staff and volunteers maximise the children's learning.
- The use of assessment to identify the next steps in learning to assist planning, including the links to the early learning goals and stepping stones.

What has improved since the last inspection?

Trinity Road Pre-School has made generally good progress since the last inspection.

The staff team have attended a variety of early learning goals and stepping stones training to increase their knowledge to enable them to capitalise on learning opportunities in play activities to develop the children's learning, including in relation to mathematics.

Children's records are now linked to the stepping stones and early learning goals and demonstrate what children have achieved.

Short term plans and activity sheets now demonstrate the main learning intentions, to support staff in providing more challenge to the children. However these remain very narrow in focus, i.e. generally relate to one area of learning and do not provide additional learning intentions that may be used to broaden the impact of an activity for those children who require more extension.

More writing activities are now provided within the general programme. Children develop an ability to write for different purposes through their involvement in making books and cards, for labelling and display, and in use within role play or at the 'writing tables'.

Parents and carers now receive more information about the educational programme of the group, and are provided with opportunities to be involved in their children's learning. This is an area of ongoing review for the group and further opportunities to extend the links are yet to be implemented.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are keen learners, approaching new and familiar activities with enthusiasm and interest. Some are able to persist at activities of their choosing for lengthy time periods. Their behaviour is exemplary and illustrates the children's understanding of cooperation and negotiation, as well as a clear understanding of right and wrong. The children are confident and develop a good level of independence, especially for personal care. They make friendships easily.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children develop effective communication skills that support their language development. They observe, learn and reuse good language structures modelled by staff. Children enjoy listening to stories and are able to predict the ending and sometimes the plot from the title of books. They learn the sounds of letters, and develop increasing recognition of the alphabet. The children become skilful mark makers through widespread use of the opportunities to practice these skills.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children use number confidently within their role play and other activities. They develop an increasing awareness of patterning which supports their number and calculation development. Children are familiar with a wide variety of shapes and confidently refer to them within their play. They use positional language to direct their friends and staff to objects and describe things they have done. They keenly involve themselves in solving mathematical problems.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children experience a very broad programme of worthwhile activities that promotes their knowledge and understanding of the world. They are given a wealth of opportunities to design and build in a broad range of materials, including wood. Children learn to use some programmable toys but the additional access to a computer would further extend learning opportunities. Children observe the natural world in detail through effective activities such as bulb and seed planting.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children have regular daily opportunities to move in a variety of ways and use tools and equipment with increasing skill. Their development of hand-eye coordination through the available opportunities is extremely good. They are encouraged to use more unusual tools such as wood saws under close supervision to develop their skills further. Children move with increasing safety and rarely have accidents. They become aware of their bodies and healthy practices that affect them.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children have access to a variety of media and materials, which is particularly effective in extending their ability to manipulate and to build their skills at describing colour and texture. The children use their imagination throughout their work. They have frequent chances to use different musical instruments and enjoy singing. Role play is also very popular and used to extend learning in connection with topics and themes, and increase expression.

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

- Increase the links between the planning and the stepping stones and early learning goals, so the curriculum for all areas is more readily identifiable and can be more effectively monitored.
- Extend the use of and reference to additional learning intentions within planned activities.
- Increase the links between the assessment records and the stepping stones and early learning goals, so that the next steps in children's learning are clearly detailed and can then be used to focus planning more effectively to meet their developmental needs.

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.