



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 123600

DfES Number: 580040

### INSPECTION DETAILS

Inspection Date	22/11/2004
Inspector Name	Gail Groves

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Trinity Community Pre-School
Setting Address	Trinity United Reformed Church Beaconsfield Road St Albans Hertfordshire AL1 3RD

### REGISTERED PROVIDER DETAILS

Name	The Committee of Trinity Community Pre-School 1049086
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### ORGANISATION DETAILS

Name	Trinity Community Pre-School
Address	Trinity United Reform Church Beaconsfield Road St Albans Hertfordshire AL1 3RD

## 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 Community Pre-School was registered in 1993. It operates from the parlour of Trinity United Reform Church which is situated close to the centre of St Albans in Hertfordshire. A maximum of 24 children may attend the pre-school at any one time. The group is open four days a week from 09.30 to 12.00 during school term times. All children share access to a secure, enclosed outdoor play area.

There are currently 29 children from two and a half to under five years on roll. Of these 18 children receive funding for nursery education. Children attend for a variety of sessions and come from the local area. The pre-school currently supports a small number of children who speak English as an additional language.

The group employs five staff. Three of the staff, including the manager hold appropriate early years qualifications. The setting receives support from a teacher from the Early Years Development and Childcare Partnership.

### How good is the Day Care?

Trinity Community Pre-school provides satisfactory care for children. They offer a bright, attractive and colourful environment in which plenty of adult support is given to children. The staff are well qualified and form an enthusiastic team who work well together. Resources are stimulating, meet the needs of all children and help them to make progress in all areas of their development.

Health and hygiene procedures are good and staff are careful to follow these at all times. Snack times are used as opportunities to promote independence and social skills and children are encouraged to try a variety of interesting foods and snacks. All of the necessary documentation, policies and procedures for the efficient and safe management of the provision are in place, however, some procedures required for maintaining confidentiality and full completion of documentation have been identified. Some safety issues have not been addressed.

The group provide a wide range of interesting activities both inside and outside

which help children learn through play. Children interact well with each other and show high levels of involvement and interest in their play. Their behavioural, emotional and intellectual needs are clearly understood by the staff who work together closely to ensure that these are met. Additional support for children with special needs is carefully structured and parents work with staff to draw up and implement strategies which will encourage progression. The group's behaviour management strategies are consistently applied by all staff and consequently the children behave well.

Staff are friendly and make a point of welcoming parents at all times. Extracts from some policies and information about the way the group operates is provided in a handbook given to all parents and there is a newsletter and parent's notice board to keep them updated. Parent's views and opinions are sought and valued by the staff and parents give positive feedback about the group.

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

At the last inspection the group agreed to put in place policies dealing with admissions, uncollected children, the administration of medication, sick children and complaints. All of these are now in place and have improved the efficiency and safe management of the setting.

The group also agreed to maintain a fire log book, visitors book and staff register, to ensure that full immunisation records were kept and that all staff had suitable clearances. These checks and records have now been completed and contribute still further to the safety of both the children and staff.

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

- There are high levels of interaction between the staff and children at all times. Children are encouraged to extend their concentration and involvement by the careful intervention in their play by adults who talk and listen to them, ask questions to make them think and who praise and encourage them. In this way activities and play opportunities are used to support and extend children's intellectual, language, social and emotional development.
- The group's creative work with the children is particularly well planned and is often linked to their current topic or theme. Staff provide regular opportunities for children to paint and glue using a variety of different methods with a range of interesting and imaginative materials. This artwork is used to create colourful and interesting wall displays which not only encourage children's self-esteem but also provide an attractive and welcoming environment for parents and children alike.
- Children are supported by adults who praise, encourage and value their good behaviour. The group have behaviour management strategies in place which are clearly understood and consistently implemented by all staff. Undesirable behaviour is dealt with calmly and children are given explanations and reasons appropriate to their age and stage of development when asked by staff to modify their behaviour. The adults are good role models and the

children know and understand what is expected of them.

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

- some safety measures to ensure that the risks to children are minimised
- the procedure for keeping the provision secure and the access monitored
- the procedure for keeping some records confidential
- the procedure for recording any medication administered to children.

**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.

#### **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
6	Ensure the risks to children both inside and outside are minimised. This refers to the ladder in the lobby, the stacked tables and chairs in the hall and the corners of low tables.
6	Ensure that the premises are secure and that access to the provision is monitored.
7	Ensure any records of medication administered to children are fully completed.
14	Ensure the confidentiality of all records that are kept regarding, medication administered, accidents, incidents and individual children's medical conditions.

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

### How effective is the nursery education?

The provision for nursery education at Trinity Pre-school is of good quality overall. It enables children to make very good progress towards the early learning goals in Personal, Social and Emotional Development, Physical and Creative Development and generally good progress in all other areas of learning.

The quality of teaching is generally good. Staff have a good understanding of the Foundation Stage. They plan a range of activities within the early learning goals, although they do not include clear learning intentions for adult-led activities. They interact with children to extend their play and promote their learning. Children are given good support but the more able are not always challenged through extended questioning. Staff manage children well so that all are included and behave well. A key worker group time is used effectively to engage children in small group activities. Children's progress is assessed regularly using the stepping stones and the information is used to guide future planning.

The leadership and management of the pre-school is generally good. The leader enables the staff to plan and work together as a team. She is committed to improving the educational provision and is aware of areas that require further development. She has good support from the parent's committee and has been involved recently in developing the areas of planning and assessment. However, this has resulted in other training opportunities for staff being postponed.

The partnership with parents and carers is generally good. Parents appreciate the opportunity to be involved with their children's learning. They are encouraged to bring in items relevant to the current theme and they help out during sessions. They receive good information about the educational provision in a clearly laid-out prospectus. Parents are aware that staff are available at all times to discuss any concerns, although there are no set consultation times for sharing information.

### What is being done well?

- Staff's interaction with children is very good. They are aware of children's needs and encourage them to try different activities. They engage children in much conversation and praise their achievements.
- Children are confident and relate well to each other. They are encouraged to feel they belong to a community and join in celebrations, such as the pre-school's birthday party. When leaving they are all presented with workbooks and a gift at a special ceremony.
- Children show good co-ordination and manipulative skills. They move with control during physical play sessions, negotiating space carefully. They use a variety of tools skilfully when participating in creative activities.

- Children have good opportunities to explore colour and shape creatively. They make their own choices from a wide range of materials and learn new techniques. They express their own ideas in imaginative free paintings.

<b>What needs to be improved?</b>
<ul style="list-style-type: none"><li>● the planning of activities with regard to learning intentions and challenge</li><li>● opportunities for children to develop mathematical calculating skills</li><li>● opportunities for children to become aware of writing for a purpose</li></ul>



<b>What has improved since the last inspection?</b>
Not applicable

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children arrive at the pre-school confident to try out new activities. They spend much time at their chosen tasks. They relate well to each other and play co-operatively together. Their self esteem is increased when staff show their models at group time. They behave very well and are aware of expectations, for instance sitting quietly on the mat after tidying up. Their personal independence is good. They particularly enjoy being able to choose from a variety of materials at the creative table.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children engage in conversation with each other and with adults. They listen attentively to stories and join in a wide selection of rhymes. They like to share books with adults and talk about the pictures. They recognise their names but have limited opportunities to become more aware of letter shapes and sounds. Children experiment with mark-making and are beginning to draw shapes. However, staff do not often model writing so that children can improve their control and ascribe meaning to marks.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are encouraged to count often during free choice activities although they do not yet recognise numerals. They count to 10 together when counting the rings in a paper chain. In lotto and card games they match pictures well and learn about pairs. They are beginning to use language for size and shape. Children join in number rhymes using their fingers to represent numbers. However, there are few opportunities for them to develop an awareness of calculating through counting on and back.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children enjoy the chance to explore and investigate different sensory materials such as rice, spices and water. They use a variety of construction equipment, joining pieces together to make large models. They enjoy playing with small tools but have limited opportunities to operate simple technological equipment. Children learn about people who help us and enjoy visits from firefighters and police. They know about some religious and cultural events such as Harvest Festival and Diwali.

### **PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children show good co-ordination and control when moving around the pre-school area. They can adjust their speed and direction to avoid obstacles and climb and balance with confidence. Staff help them to develop skills using balls and hoops. Children are developing good manipulation in creative activities, for example, cutting, shaking and sticking. They use their hands well to roll dough into snail shapes and fill small balls with rice. They have fun playing with large equipment in the garden.

### **CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children explore colour and shape in a wide range of activities. They learn different techniques in art work, for instance, folding, splattering and rotating paper. They use various materials, including glitter and coconut, in individual collages and large displays. They are encouraged to develop their own ideas creatively. They use their imagination in role play in 'Santa's Workshop' and when playing with farm animals. They know several songs and explore the sounds made by musical instruments.

**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

- extend the planning to include clear learning intentions for adult-led activities and challenges for the more able children
- provide more opportunities in mathematical activities to increase children's awareness of calculating
- take opportunities during activities to increase children's awareness of writing for a purpose

*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.*