



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 133686

DfES Number: 514291

INSPECTION DETAILS

Inspection Date	29/06/2004
Inspector Name	Glenda Pownall

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	New Trinity Pre-School
Setting Address	New Trinity Primary School Vicarage Road Henley-On-Thames Oxfordshire RG9 1SE

REGISTERED PROVIDER DETAILS

Name	The Committee of New Trinity Pre-School
------	---

ORGANISATION DETAILS

Name	New Trinity Pre-School
Address	39 Upton Close Henley-on-Thames Oxfordshire RG9 1BU

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

New Trinity Pre-School opened in 1985. It operates from a single storey building, consisting of two rooms, in the grounds of Trinity Primary School, Henley-on-Thames. The pre-school serves the local area.

There are currently 58 children from 2 to 5 years on roll. This includes 32 three-year-olds and 19 four-year-olds who are in receipt of funding for nursery education. Children are usually aged two and a half before attending the pre-school. Children attend for a variety of sessions. The setting currently supports two children with special needs and a number of children who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:00 until 11:30 and 12:30 until 15:00.

There are four part time and one full time staff working with the children. Over half the staff have early years qualifications to level 2 or 3. There is one staff member currently working towards a recognised early years qualification. The setting receives support from the Local Authority.

How good is the Day Care?

New Trinity Pre-School provides satisfactory care for children. The environment is warm and welcoming to children and parents. Staff spend much of their time directly involved in children's play. Children are secure and confident. Good organisation ensures that half of the staff present at each session are qualified. The setting has a good quantity of resources covering all areas of development. Children have limited opportunities to make decisions and select resources for themselves. There is not an effective procedure in place to carry out and record checks of suitability on all staff and committee members.

The supervisor and committee carry out a detailed annual risk assessment to

highlight any potential hazards. A daily risk assessment is conducted on the premises. Written permission has not been obtained for children to use the paddling pool. Staff encourage children to follow good hygiene routines. The accident record does not maintain confidentiality and the lost and uncollected child policies contain conflicting information. Staff provide drinks of water on children's request. Staff have a sound understanding of the procedure to follow if concerned a child is being abused, but the procedure to follow if an allegation is made against a member of staff is not written into the policy.

Children are involved in a wide variety of activities covering all areas of learning. All children are included and have equal access to all available resources. Staff's management of behaviour is very good. The children behave very well.

Staff foster warm relationships with parents. They are kept informed of the daily routine of the setting through good verbal exchange of information, newsletters and the notice board. Parents state they are happy with the care their children receive.

What has improved since the last inspection?

At the last inspection the setting agreed to ensure that evidence of public liability insurance was kept on the premises and to obtain written permission from parents to seek emergency medical attention. The insurance certificate is clearly displayed on the notice board in the entrance hall. Written permission to seek emergency treatment is obtained on the initial acceptance letter and held in the child's file.

What is being done well?

- Children are involved in a wide variety of activities covering all areas of learning. For example, they find out about the natural world through walks to the school wildlife pond, farm visits and growing plants.
- Behaviour management is very good. Staff act as good role models, they are polite and courteous to each other, visitors and children. The children behave very well.
- The environment is warm and welcoming to children and parents. For example, children's work is displayed on the walls, notice boards provide lots of information for parents and staff greet parents and children with a smile.
- There are effective procedures in place to keep parents up to date with the day to day running of the group.

What needs to be improved?

- organisation, to ensure there is an effective procedure in place to carry out and record checks of suitability on all staff and committee members
- documentation, to write the procedure to follow if an allegation is made against a member of staff, to obtain written permission from parents for children to use the paddling pool, to ensure the lost and uncollected child

policies are clear and to maintain confidentiality in the accident record

- resources, to provide opportunities for children to make decisions and select resources for themselves.

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 must take the following actions by the date shown

Std	Action	Date
1	Implement effective procedures to carry out checks of suitability on all staff and committee members and hold written proof as to their suitability to work with children.	01/10/2004

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
14	Ensure the procedure to follow if an allegation is made against a member of staff is in writing and that the lost and uncollected child policies are clear.
5	Provide opportunities for children to make decisions and select resources for themselves.

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

How effective is the nursery education?

New Trinity Pre-School provides good quality nursery education overall, which enables children to make generally good progress towards the early learning goals. Its strength is in personal, social and emotional development, which is very good.

Teaching is generally good. Staff have a working knowledge of the early learning goals and implement these through some planned activities. Planning covers all areas of learning. Some aspects of learning are not adequately provided, for example, calculation and practising emergent writing. The assessment system is not sufficiently developed to record children's progress along the stepping stones or highlight their next steps in learning. There is an effective system in place to support children who have special educational needs. Staff's behaviour management is very good. The children behave very well.

Leadership and management are generally good. Overall supervision of the sessions is good. Staff work well together as a team. They know their roles and responsibilities and sessions run smoothly. The parent run committee supports the staff team by providing funds for resources and staff training. The setting is generally well resourced. It has few resources to develop children's knowledge of everyday technology. The supervisor oversees planning and observes staff practise in order to monitor the effectiveness of the education programme. A staff appraisal system has been introduced to enhance staff development.

The partnership with parents is generally good. Parents are informed of their child's progress through a daily verbal exchange of information with staff. They receive a written report and the assessment chart towards the end of their child's last term in the setting. Some parents of children aged three years old are not aware of their child's progress along the stepping stones. Parents are encouraged to be involved in their child's learning by helping on the parent rota.

What is being done well?

- Staff's management of children and their behaviour is very good. They offer lots of praise and encouragement. They are approachable and respond to children's requests. Children are polite, take turns and share. They behave very well.
- Children show confidence within the environment. They interact happily with each other and adults, collaborate during activities and demonstrate concentration and perseverance.
- Children experience a range of activities to learn from first hand experiences and aid them to learn using their senses.

What needs to be improved?

- the assessment system to record children's progress towards the early learning goals, identify their targeted next steps in learning and regularly inform all parents of their child's progress along the stepping stones
- the planning scheme to identify the learning intentions in relation to individual children, provide extension activities and evaluate to inform future plans
- the opportunities children have to practise emergent writing for a variety of purposes, to make simple calculations as part of every day activities and use information and communication technology.

What has improved since the last inspection?

Generally good progress has been made since the last inspection. The setting has a generally good range of resources. The constraints of the building mean that many storage cupboards are out of the children's reach. Staff are flexible and provide further resources at the request of children. Regular activities are provided for children to explore sound including singing and music and movement.

The planning system identifies the overall learning intention of activities. It does not identify how children will be grouped or how the staff will be deployed. The assessment system does not easily link to the early learning goals and it is not used to guide future planning. Planning and assessment are carried forward as key issues in this report.

Parents are provided with some information on the educational provision in the initial prospectus, newsletters, the notice board and daily contact with staff. Not all parents are kept informed of their child's progress along the stepping stones. This is carried forward as a key issue in this report.

Good progress has been made in clarifying the procedures in place to support children who may attend with a special educational need and with English as an additional language. The supervisor has attended related training sessions. New special educational needs and equal opportunity policies have been introduced covering all aspects of the setting.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
------------	-----------

Children know the routine well and quickly settle into the session, happily parting from their main carer. They concentrate and persevere to complete tasks. Children form good relationships with each other and staff. They approach staff readily for help. The children work together at activities taking turns, negotiating and producing paintings together. Staff offer lots of praise and encouragement. Behaviour management is very good. The children are polite and behave very well.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
------------	----------------

Children are confident to speak in group situations, such as to tell their news. They use language well to relay factual information and develop imaginary play. Children enjoy using books and listening to stories. They predict what might happen next. Some children can write their names using clearly recognisable letters. They are not provided with regular opportunities to experiment with writing for a variety of purposes during everyday activities.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children are provided with daily opportunities to practise counting, for example, counting the number of children present at each session. Many children can count to 10 and beyond. Staff miss opportunities for children to explore simple addition and subtraction through everyday practical activities. Children talk about shape and size when using construction materials. They use language to describe size and can name flat shapes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
------------	----------------

Children are developing an increasing knowledge of the world around them. They learn from first hand experiences, such as shelling peas and growing beans. Planning is flexible to take advantage of events as they happen, for example, the transit of Venus. Children have regular access to a range of materials to design and construct. They build and redesign until the desired outcome is achieved. Children have few chances to use real technology. They are developing awareness of other cultures.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
------------	----------------

The daily timetable provides children with regular opportunities to extend their large-muscle skills. Children are developing skills in climbing, pedalling and throwing. They move confidently with control and show awareness of space. Children show increasing control and dexterity whilst using a good range of tools and resources, such as, scissors, pencils, rolling pins and construction pieces. Staff do not always foster children's spontaneity to practise skills, for example, practising cutting.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children express their ideas through a range of activities including role-play and small world. Some staff enable children to follow their interests, for example, after reading a dinosaur story provided children with materials to create their own dinosaur. Some miss opportunities to extend and reinforce children's knowledge, such as, discussing light and dark shades of the same colour. Children enjoy singing songs and rhymes. They are building up a repertoire of songs and some create their own.

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

- devise an assessment system to record children's progress towards the early learning goals, identifying their targeted next steps in learning and regularly inform all parents of their child's progress along the stepping stones
- ensure the planning scheme identifies the learning intentions in relation to individual children, devise extension activities and evaluate plans to inform future planning
- provide further opportunities for children to practise emergent writing for a variety of purposes, make simple calculations as part of every day activities and use information and communication technology.

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.