



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 253441

DfES Number: 582439

### INSPECTION DETAILS

Inspection Date	16/03/2004
Inspector Name	Christine Hands

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Holy Trinity Pre-School
Setting Address	Holy Trinity Church Hall Spilsby Road Boston Lincolnshire PE21 9NS

### REGISTERED PROVIDER DETAILS

Name	The Committee of Holy Trinity Pre-School
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### ORGANISATION DETAILS

Name	Holy Trinity Pre-School
Address	Holy Trinity Church Hall Spilsby Road Boston Lincs

## 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 a committee run group which opened in 1975. It operates from a church hall close to the centre of Boston. Children are cared for in three rooms. There is a fully enclosed outdoor play area which is part grassed and part paved. There is some large equipment on the grassed area. Children attending mainly come from the local area.

The pre-school offers sessional care for children aged from two years to under five years. There are currently sixty four children on roll including, thirty funded three year olds and nine funded four year olds.

The pre-school is open daily during term time only. The hours of opening are, Monday, Tuesday and Friday, 09.15-11.45 and 12.20-14.50, Wednesday, 09.15-11.45 and Thursday, 12.20-14.50. Only children who will be starting school the following September are eligible to attend during the afternoon sessions.

There are currently nine members of staff in attendance, six of whom hold a child care qualification. The group uses some elements of the High Scope approach.

The group has experience of working with children who have identified special needs as well as those for whom English is an additional language.

### How good is the Day Care?

Holy Trinity Pre-school provides a good standard of care for children in a friendly stimulating environment, following clear routines enabling children to feel safe and secure.

Staff work well as a team, know the children well and have developed good relationships both with the children and their parents.

Positive steps are taken to ensure safety within the setting. Staff ensure displays are bright and colourful and demonstrating that children's work is valued.

Activities are well planned and are enjoyed by children. The organisation of story time is not fully effective to meet all the children's needs. Opportunities are provided for all children to play outside on a regular basis.

The group promotes healthy eating during snack time, however drinks are not easily accessible for children throughout the session.

Staff have developed very good relationships with the parents and share information on a daily basis as well as providing frequent newsletters. Parents are kept informed of the day to day routine of the group and of the activities provided. Parents are encouraged to take an active part in their child's development through open evenings.

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

There were no actions raised at the last inspection.

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

- Staff are keen to gain more knowledge and develop their skills and practice by completing on-going training. They have regular staff meetings to ensure all staff are aware of any issues that may have arisen during the week.
- The group operates a key worker system.
- The pre-school provides a wide range of interesting activities for all children taking into account individual interests.
- Staff involve parents and the local community to ensure children gain a greater understanding of other people.
- Staff know the children well and have developed very good relationships with them.
- Planning ensures all areas of learning are covered and independence is encouraged.
- Staff have developed excellent relationships with parents and work closely with them to ensure that they are aware of the individual needs of the children.

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

- the accessibility of drinks for children throughout the session
- organisation of children during story time to ensure needs of all children are met.

#### **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
2	Consider organisation of children during story sessions to ensure the needs of all children are met.
8	Enable children to easily access drinks throughout session.

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

### **How effective is the nursery education?**

Holy Trinity pre-school offers good quality nursery education where children are interested and motivated to learn. Within the welcoming, secure and learning environment children are confident and are making generally good progress towards the early learning goals. A varied programme of activities is offered which supports children's learning and promotes all six areas of learning.

The quality of teaching is generally good. Staff work well alongside children providing good role models and having high expectations of children's behaviour. Staff plan effectively and have a secure knowledge of the Foundation Stage curriculum providing a stimulating range of practical activities to help children learn. However, there is some lack of regular spontaneous opportunities for children to freely access creative materials. The recording of children's assessments is good, however, it is staff's knowledge of the children rather than the assessments that are used to inform future planning.

The leadership and management of the group is generally good. All staff are positively encouraged and supported to undertake training. The Manager provides clear direction to the staff team who work closely together. Staff are enthusiastic and keen to improve standards within the group. Staff work well as a team and provide an environment which is welcoming to both children and parents. The partnership with parents is very good and parents receive good quality information about the group, including staffing and policies.

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

- Children's personal, social and emotional development is very good and a strength of the setting.
- Children are developing confidence and are interested in the activities on offer.
- Behaviour is very good.
- Organisation of key worker groups enables staff to develop close relationships with children and support their learning through activities.
- Very good and positive relationships are established with parents/carers who are encouraged to be involved with their child's learning.

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

- the planning for more opportunities for children to 'freely and spontaneously' access craft materials, paint and musical instruments.

<b>What has improved since the last inspection?</b>
<p>The pre-school has made generally good progress since the last inspection.</p> <p>The group were asked to extend the key worker system and assessments. The keyworkers within the group each complete the assessments for their child, drawing not only on what they have observed but also observations made by other staff members. This ensures that all areas are covered. The group has also started using the Stepping Stones system which clearly identifies the areas covered. Although these are clearly recorded it is the staff's knowledge rather than the assessments that are used to inform future planning.</p> <p>The group were also asked to extend creative activities including music and movement, role play and the use of musical instruments. This has been addressed in part in that there are varied opportunities provided for role play activities throughout each session which are supported by staff as and when necessary. There are opportunities for children to take part in music and movement sessions. Musical instruments are also included in the planning, however opportunities to use these independently is limited.</p>

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and work well both independently and in groups. They are provided with good role models, show consideration and have good relationships with the staff and each other. They are developing a sense of identity and self esteem. Children's behaviour is very good

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's spoken language is developing well. Staff engage children in conversations and their thoughts and ideas are valued. Children are encouraged to recognise and write their own name and are developing a good understanding of the variety of uses for writing. Children respond enthusiastically and join in with songs and rhymes. They use and enjoy books both individually and as a group.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children can count in sequence to ten and beyond and good use is made of practical activities and daily routines to introduce some mathematical language. Children have an understanding of the concept of number and are able to use this to problem solve. Children recognise and name familiar shapes and compare the size of objects. Many of the activities offered, promote opportunities to compare, sort, match and talk about size.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children investigate and explore the natural environment and find out about living things and how things grow. They are gaining an understanding of different types of work people do through having visitors to the group as well as topic work. Children talk about their own families and past experiences in their own lives, however, there are few opportunities for them to find out about their own environment. Children use a range of equipment to develop their understanding of the uses of technology.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children's fine and gross motor skills are developed through effective use of a wide range of small equipment and resources, and through regular access to large apparatus. Space is well utilised and children move spontaneously and safely with an awareness of self and others.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
<p>Children are given opportunities to explore colour, texture and shape through a variety of media during planned activity. Children enjoy music and dance and participate with enjoyment in singing. Children do not have opportunities on a daily basis to freely and spontaneously access craft materials, paint and musical instruments. They have a opportunities to taste, touch and smell a variety of media. They draw on first hand experience as well as imagination during role play activities.</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**

- provide opportunities for children to 'freely and spontaneously' access craft materials, paint and musical instruments on a regular basis.

*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.*