



**Office for Standards  
in Education**

## **NURSERY INSPECTION REPORT**

**URN 322089**

**DfES Number: 535547**

### **INSPECTION DETAILS**

Inspection Date      16/09/2004  
Inspector Name      Ingrid Pine

### **SETTING DETAILS**

Day Care Type      Sessional Day Care  
Setting Name      TRINITY PRE-SCHOOL PLAYGROUP  
Setting Address      Trinity Methodist Church  
                         Norton Road  
                         Wakefield  
                         West Yorkshire  
                         WF1 1SE

### **REGISTERED PROVIDER DETAILS**

Name                      Mrs Gloria Booth

## **ABOUT THE INSPECTION**

The purpose of this inspection is to assure government, parents and the public 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**

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

### How effective is the nursery education?

Trinity Pre-School Playgroup provision is of high quality. Children make very good progress towards the early learning goals in all areas.

The quality of teaching is very good and staff interaction with the children is exceptional. Staff have a sound understanding of the foundation stage and regularly undertake training to develop and extend their knowledge. Staff provide a stimulating range of equipment and resources which are used well to support children's progress. A range of well planned and continuous activities ensures children's interest is sustained and they are well motivated to learn. There is an assessment system in place which is used effectively to monitor children's progress over time and to plan for the next stages in their learning. Behaviour is exemplary and children respond well to the appropriate boundaries set for them by staff. There is excellent support for children whose first language is not English and for children with special educational needs.

Leadership and management are very good. The setting is dedicated to offering a high standard of service for parents and children. There is a comprehensive operational plan which is owned by all members of staff. They all work very well together as a team and are committed to the improvement of their service and are working towards accreditation through the Pre-School Learning Alliance.

Partnership with parents is very good and they speak highly of the setting. They receive useful information and support on various aspects of children's development. Parents have good access to their children's records and they are encouraged to be involved in their children's learning both within the group and at home. There is an open door policy and parents have the advantage of having a key worker to discuss their children's progress with. A member of the staff is able to act as translator. Staff also offer parental support for communication and liaison with other child development agencies.

### What is being done well?

- Children are effectively encouraged in their personal, social and emotional development and are well motivated towards learning. They are able to operate independently and with confidence and they have good relationships with each other.
- Children's language and literacy skills are well promoted through a range of well planned activities. There is excellent support for children whose first language is not English and those with special educational needs.
- Good staff interaction and well planned and continuous activities create a stimulating and interesting environment where children learn through play. Consequently children's behaviour is good and they respond positively to the

expectations set for them by staff.

- Well managed small group work and one to one sessions have a positive impact on the children's learning.
- Partnership with parents is given high priority. They receive useful information about the setting and are encouraged to be involved with their child's learning. They are able to access a range of stimulating and relevant resources that encourage them to support and extend their children's learning at home.

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

- opportunities for more able children to extend their mathematical thinking in early understanding of subtraction
- the system for recording staff appraisals.

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

Very good progress has been made since the last inspection. The staff have introduced a number of effective measures to improve opportunities for children's development in mathematics and number, particularly through practical activities and visual aids.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's confidence and self-esteem are well fostered by staff who are sensitive to their needs. They are effectively encouraged to develop their independence. Both 3 year-olds and 4 year-olds choose between activities and select resources for themselves. They learn to take care of their own personal needs for example putting on their own coats and washing hands. Children behave extremely well. They learn to share and take turns and to be polite and considerate to others.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are eager to talk to staff and each other. They enjoy listening to stories, looking at books independently and enthusiastically enact familiar fairy tales. Children are confident speakers in small and large groups and enjoy sharing their home experiences. Many recognise their first names and are making good progress in writing these correctly with well-formed letters. All understand that print carries meaning and demonstrate this in many role play situations.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are competent in the use of mathematical and positional language in topic work and physical play. They recognise shapes and the more able are beginning to understand the 3D concept. All children can count to five, the more able to 20 and above. They enjoy playing games which involve calculation and recognise numbers up to 30. Children are developing their understanding of calculating through everyday activities but have limited opportunities to develop awareness of less than.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have a good sense of time and can relate to both past and future events. They learn about others' beliefs through good inclusion and integration within the setting. They have visitors from the local community and visit local amenities such as the farm and the local Mosque. They use equipment such as telephones, cameras and programmable toys well. They can skilfully use glue and are competent at constructing models from recycled materials and building blocks and bricks.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move in a variety of ways with skill and confidence, they are able to negotiate space well. They use their bodies effectively in music and games and can relate different sounds to body movements. Co-ordination is well developed and they are able to climb, balance and manoeuvre big sit and ride toys. They can use a variety of equipment such as scissors, paint brushes and tools in the dough and rice tray. They are aware of healthy eating and can look after their own personal needs.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children have the opportunity to express themselves through a variety of media. They enjoy exploring print, patterns and free painting and this is evident in the colourful displays of their work. They enjoy singing and making music with free access to musical instruments. They know and perform a wide range of songs and nursery rhymes enthusiastically. Their drama skills are good and they can act out a story with confidence.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**

## **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 improve the following.
- develop opportunities to extend more able children's mathematical thinking in early understanding of subtraction
- implement a written system for recording staff appraisals.

*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.*