



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 322079

DfES Number: 520784

INSPECTION DETAILS

Inspection Date	30/11/2004
Inspector Name	Valerie Craven

SETTING DETAILS

Day Care Type	Out of School Day Care, Full Day Care
Setting Name	Trinity Childcare
Setting Address	Trinity Centre Church Street Ossett W.Yorks WF5 9DW

REGISTERED PROVIDER DETAILS

Name	The Committee of Trinity Childcare
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ORGANISATION DETAILS

Name	Trinity Childcare
Address	Trinity Centre Church Street Ossett W.Yorks WF5 9DW

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

Trinity Nursery opened in 1990 and provides full day care for the local community. It is managed by a committee, often referred to as 'Trinity Childcare'. The committee consists of representatives from the Holy Trinity Church, staff from the nursery, also staff who work with the before and after school clubs. It is situated in Ossett, on the outskirts of Wakefield, in West Yorkshire.

Care takes place in the Trinity Centre building, within the grounds of the Holy Trinity Church. Children have access to an open plan room, a spacious hall, toilet facilities, and an outdoor play area. The centre provides before and after school care.

The nursery has 38 children currently on roll, consisting of 20 children in receipt of funding. None of the funded children have been identified as having special educational needs, or are learning English as an additional language.

The setting is open from Monday to Friday throughout the year, closing only for Bank Holidays, and during the Christmas and New Year festivals. From 08:00 to 18:00 hours.

There are four members of staff who work with the funded children, including two who are full-time and two who are part-time. An additional member of staff works with the children when required. All of the staff hold recognised qualifications in childcare and early years education. They receive support from the local Early Years Development and Childcare Partnership, including visits from an advisory teacher. The nursery is affiliated to the Pre-School Learning Alliance.

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

How effective is the nursery education?

At Trinity Nursery provision is of good quality overall, and children are making generally good progress towards the early learning goals. They are making very good progress in personal, social and emotional, mathematical and creative development, communication, language and literacy. Generally good progress is made in knowledge and understanding of the world, and physical development.

Quality of teaching is generally good. Staff use a range of appropriate methods to help children to progress, including an emphasis on 'learning through play' and 'structured play'. They utilise their time well during the sessions, particularly through effective staff deployment, ensuring there is more quality time available to support children's learning, and use a manageable system to record children's achievements and progress. The curriculum planning and the level of challenge set needs further development.

Leadership and management is generally good. There are several suitable measures in place to monitor and evaluate the provision for nursery education, including the completion of frequent staff appraisals to help monitor the quality of teaching, and to identify individual staff training needs. There is a commitment, through the management committee, to make some improvements in the care and education for children. The ability of the setting to make regular assessments of its current strengths and weaknesses requires more development.

Partnership with parents and carers is very good. They are well informed about their child's achievements and progress through a suitable key worker system, clearly helped by having access to their child's records, including taking these records home, also through the accessibility of staff. Parents are encouraged to share what they know about their child, receive good quality information about the nursery, including access to a comprehensive 'parent folder', and are encouraged to be involved in their child's learning.

What is being done well?

- Staff's use of a range of appropriate methods to help children to progress.
- The suitable measures in place to monitor and evaluate the provision for nursery education.
- Children's personal, social and emotional development, such as their level of motivation when trying new activities.
- Children's communication, language and literacy skills, including their ability to write their own names.
- Children's mathematical development, such as their skill at counting reliably up to 10 everyday objects.

- Parent's level of awareness of their child's achievements and progress.

What needs to be improved?

- the use of everyday technology items to help support children's learning, for example programmable toys
- the accessibility of a wider variety of one handed tools during the sessions, such as mark making equipment
- the curriculum planning, ensuring that it is less descriptive and more focused on the stepping stones
- the level of challenge set, for the more able children and the four-year-olds
- the ability of the setting to regularly assess its current strengths and weaknesses, for example at the level of the overall educational provision.

What has improved since the last inspection?

Trinity Nursery staff have made very good progress since the last inspection, and this has had a positive impact on the overall provision for nursery education, and on all children's learning. There are now a wider range of activities planned for the four-year-olds to help them learn about letters, words and books, also parents have access to better quality information about the educational provision and this information is now more accessible.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are motivated to learn and keen to try new and novel activities, illustrated well when handling a 'soapy mixture'. They can show sensitivity to others, including people who have different needs and cultural beliefs, have an aptitude to form good relationships with each other and the staff, such as during small group work activities when helping to build a train track, are able to take turns and share fairly, and are developing their personal independence skills through daily routines.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are able to write their own names, fostered well through writing their names on their work. They can write simple words containing recognisable upper and lower case letters, clearly shown on a recent display focusing on 'time', such as 'sun', 'moon' and 'owls', are developing their speaking and listening skills, including responding with enjoyment and attention to stories and songs, and are able to link sounds and letters, such as by helping to make their own alphabet picture book.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are skilful at counting reliably up to 10 everyday objects, promoted well when counting their fingers as part of a song, and when counting shapes during a practical shape printing activity. They can use mathematical language to describe and compare quantity, such as when measuring different amounts of time, and are able to show an understanding of simple addition and subtraction, including adding 'one more' to a group of objects, and when taking 'one away' as they sing familiar songs.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are able to show a sense of time, including identifying what they do at particular times in a day, and are learning to tell the time. They are developing their designing and making skills, such as when joining and building using a variety of construction materials, and can celebrate familiar festivals, also festivals around the world, including the Chinese New Year and the Diwali festival of lights. There are limited opportunities for children to operate everyday technology items.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children are skilful at using a variety of small and large equipment during outdoor sessions, including throwing a beanbag onto a target board, and when operating pedal bikes and vehicles. They are able to recognise the importance of staying healthy, such as through brushing their teeth to prevent tooth decay, and can show an awareness of space and of others during outdoor activities, also during activities in the hall. There are limited opportunities for children to handle one handed tools.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children can explore colour, including contrasting colours linked to different times, such as 'day' and 'night'. They are able to respond in a variety of ways using their senses, including their sense of touch when describing what a 'soapy mixture' feels like, such as 'sticky' and 'slimy', can use their imagination through role play activities, including making up their own stories in the nursery's 'Trinity Hospital' area, and are able to explore sound through singing and music activities.

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

- improve curriculum planning, making certain that it promotes all aspects of children's learning, and that activities are suitably adapted to fully challenge the more able children and those who are four-years-old
- provide more opportunities for children to use everyday technology items and to handle one handed tools
- ensure that regular assessments are completed and documented of the strengths and weaknesses of the overall educational provision.

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.