



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 218163

DfES Number: 539944

### INSPECTION DETAILS

Inspection Date 05/01/2005  
Inspector Name Elaine Poulton

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Holy Trinity Playgroup  
Setting Address Holy Trinity Community Centre  
London Road  
Newcastle  
Staffordshire  
ST5 1LQ

### REGISTERED PROVIDER DETAILS

Name The Committee of Holy Trinity Playgroup Committee

### ORGANISATION DETAILS

Name Holy Trinity Playgroup Committee  
Address Holy Trinity Community Centre  
London Road  
Newcastle under Lyme  
Staffordshire

## 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

Holy Trinity Playgroup opened in 1970. It operates from two rooms on the first floor of the community centre attached to Holy Trinity Church close to Newcastle town centre. The group has use of the centre's kitchen and toilets. There is no outside play area, however the children regularly access the tennis courts nearby. The playgroup serves the local area and the wider community.

There are currently 22 children from 2 to 5 years on roll, which includes 5 funded children. Children attend for a variety of sessions. The group supports children who speak English as an additional language.

The group opens three days a week during school term times. Sessions are from 09:45 until 13:15

A total of four staff work with the children. Of these over half have appropriate early years qualifications. The setting receives support from the Early Years Development and Childcare Partnership and the Pre-school Learning Alliance.

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

### How effective is the nursery education?

Holly Trinity Playgroup offers good quality provision overall which helps children make generally good progress towards the early learning goals; with very good progress being made in personal, social, emotional and physical development.

Teaching is generally good. Staff have sufficient knowledge of the foundation stage to offer an interesting range of practical activities, which helps children to learn. Plans do not show how all six areas of learning are accessed or evaluate what individual children have learned. Staff manage behaviour effectively. Activities are managed appropriately and staff engage in children's play and conversations, although not all children are encouraged to communicate their experiences or feelings or challenged to recognise patterns. Relationships are good but staff do not always question children on their learning or understanding. A varied range of equipment and resources supports children's development, however access to computer technology is limited. Currently the assessment system is not fully effective in identifying learning intentions or progress made towards the early learning goals. There are no children currently attending with special educational needs but there is a system in place to offer adequate support.

Leadership and management are generally good. Staff work well together as part of a team and are encouraged to develop their skills and knowledge through training. There are systems in place to monitor the quality of the educational provision although these need further development. Staff are fully committed to improvement of nursery education and are supported by the Early Years Partnership.

Partnership with parents is generally good. Parents are kept informed about the children activities, routines and progress. A key worker system is in place and parents are encouraged to be part of their children's learning. However, information provided on individual children's learning is not always sufficient.

### What is being done well?

- Staff provide a wide range of well planned experiences and activities that supports children's learning. Children have good opportunities to access indoor and outdoor (tennis court) resources and equipment and use it competently. Children using climbing frame, balancing equipment, tunnel and trampoline with great enjoyment.
- Children are well supported when settling into the setting and this results in them gaining confidence quickly.
- Staff encourage good behaviour by use of praise and encouragement.
- Children enjoy role-play and physical activities and staff provide a wide variety of opportunities to encourage involvement. Staff plan a variety of

activities for children to explore senses, such as decorating apples with melted chocolate so children can explore consistency, smell and taste.

- Children are learning about the environment and have good opportunities to go out on visits to the supermarket and farm and then follow up on the themes on their return.
- Relationships with parents are good and parents are encouraged to be part of the pre-school group.

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

- planning, assessment, monitoring and evaluation of the provision of nursery education.
- language for thinking to help children talk about real and imagined experiences and feelings.
- opportunities for children to recognise and talk about patterns in the environment.
- opportunities to question children's understanding of how things happen and why things work and opportunities for children to access computer technology to support their learning.
- questioning techniques to support children to express and communicate their ideas.
- information for parents on their children's progress towards the early learning goals.

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

Not applicable.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children separate from their main carer, some with a little support and adult reassurance. They are beginning to become familiar with the routine. Children are developing good levels of independence in personal skills and in choosing activities. They show a good level of interest in activities provided. Children behave well and are making good relationships with adults and peers. They are gaining an understanding of their own and other cultures through planned activities and routines.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children interact well and they are beginning to initiate conversations with staff and peers, but there are limited challenges for some children to talk about real and imagined experiences or their ideas and feelings. Children are beginning to practise linking sounds with initial letters. They are learning that print carries meaning and they have ample opportunities to see letters and words in the environment. They are making marks and attempting to write and some letters are recognisable.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children see numerals and use numbers. They can count reliably up to five and some children count well beyond. Children are beginning to use basic addition and subtraction through number rhymes and songs. They are learning about different shapes and sizes through practical activities and games, such as threading. Not all children are learning to recognise or talk about basic patterns or are able to describe or compare position or size items through activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are interested in their environment and are beginning to investigate and explore their surroundings. They are finding out about and identifying living and growing things. Children are developing their design and making skills through craft and construction activities. However, children are not always challenged to ask questions about why things happen and how things work. Children use programmable toys but there are limited opportunities for children to access computer technology.

**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children move confidently during physical activities and can balance and climb well. They show good awareness of space and are able to move with control and coordination. They pedal tricycles forwards and backwards and manage to stop safely. Children use a range of small and large equipment with growing confidence. They explore materials and handle tools such as scissors well. Children are learning about being active, staying healthy and dental care through activities and discussion times.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children use their senses through planned and spontaneous activities. They enjoy role-play alongside others involved in the same imaginative theme. Children explore colour and texture through a range of resources and materials. They are beginning to recognise and name colours. Children respond well to music and rhymes and sing familiar songs enthusiastically. Children are not always challenged to respond to comments and questions or enter into a dialogue about their creations.

**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**

- continue to develop staffs knowledge of planning and assessment to ensure that all six areas of learning are fully covered to ensure children receive a complete and purposeful curriculum
- address gaps in the educational programme
- improve the monitoring and evaluation of the provision of nursery education
- provide sufficient information to parents on their children's progress toward the early learning goals

*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.*