



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 301828

DfES Number: 547287

### INSPECTION DETAILS

Inspection Date 22/03/2004  
Inspector Name Aileen Munro Beatty

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Trinity Pre-School  
Setting Address Trinity Church  
Front Street West  
Bedlington  
Northumberland  
NE22 5TZ

### REGISTERED PROVIDER DETAILS

Name The Committee of Committee of Trinity Pre-School 1036564

### ORGANISATION DETAILS

Name Committee of Trinity Pre-School  
Address Trinity Church  
Front Street West  
Bedlington  
Northumberland  
NE22 5TZ

## 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

Trinity Pre School opened in 1991. It operates from one room in Trinity Church, Bedlington. The Pre School serves the local area.

There are currently 34 children from three to five years on the roll. This includes twelve funded three year olds and one funded four year old. Children attend for a variety of sessions. The setting supports children with special needs and those who speak English as a second language.

The group opens five days a week during school term times. Sessions are from 09:15 until 11:40.

Four full time staff work with the children. Over half the staff have early years qualifications to NVQ level two or three. Two staff are currently working towards a recognised early years qualification. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP).

### How good is the Day Care?

Trinity Pre School provides good care for children. A warm and welcoming environment is provided. Space is used effectively, given limitations of the premises and there are colourful displays of children's work. A broad range of resources are available and there is access to outdoor play, although this is a little limited.

The group are aware of safety issues. Comprehensive policies and procedures are in place which promote the health and safety of children and reduce risks. Accident and medication records are appropriately kept. The environment is clean and hygienically maintained. Drinks are provided regularly and children have access to drinking water at all times. They are encouraged to have healthy snacks. Staff have received food hygiene training.

The group has detailed procedures to follow in the event of child protection concerns

and staff have had training in this area. Positive strategies are in place for the management of children's behaviour, and innovative and creative methods are adopted to promote desirable behaviour.

The group provides a broad range of stimulating activities which support learning in all areas. Planning is very detailed and thorough and records of achievement maintained. The group strive to try all things new and seek out innovative projects such as the artist in residence. More access to self select activities during free play is being considered. The selection of resources and activities that promote equality of opportunities is good.

The group are active in encouraging the involvement of parents and carers; a parental inclusion policy is adopted and regular activity days which encourage the involvement of parents take place. Parents are very positive in their comments about the group Information is regularly provided, and policies and procedures relating to the group are available to parents at any time.

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

not applicable

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

- The good level of ongoing training for staff.
- The innovative practices around behaviour management and activity planning.
- The well established but non rigid routines which are easily understood by children.
- The good relationships with parents.

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

- the access to outdoor play
- the confidentiality of accident book
- the fire procedure for parents in foyer
- the access to toys at free play time.

#### **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
3	Consider ways in which children may access toys and resources more freely and maximise opportunities for outdoor play.
6	Provide parents with instructions as to what to do if alarm sounds while they are present.
7	Consider how confidentiality can be maintained when parents sign accident book.

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

### How effective is the nursery education?

Trinity Pre-School provides a welcoming atmosphere and offers high quality pre-school education. Children settle well and effective teaching helps them make very good progress in all areas of learning.

Teaching is very good. Staff give excellent support and skilfully interact with children to extend ideas and help children make progress. They work well together as a team. They observe and assess aspects of children's behaviour and learning and use the information to help plan. Inappropriate behaviour is addressed through very good practical demonstrations. Staff are good role models, they have a calm, consistent approach, praising children for their achievements. The Special Educational Needs Co-ordinator has a very good awareness of her role. She works closely with parents, staff and other agencies. Staff plan an exciting and varied range of activities which are presented at a level which enables three and four year olds to participate, however learning outcomes for three year olds are not always made clear in the planning. Access to physical exercise, musical instruments and painting are available for limited periods of time.

Leadership and management is very good. The manager is highly motivated providing a strong leadership. There is a shared understanding of good early years practice and a commitment to ongoing staff development. All staff are aware of what needs doing ensuring the sessions run smoothly. The weekly plan is evaluated by the manager which informs future planning. On going evaluation of practice ensures that areas for improvement are highlighted.

Partnership with parents is very good. Parents receive good, clear information about the educational provision. They are kept informed through bi-monthly newsletters, daily discussion and annual meetings. They are encouraged to be involved with their child's learning. They are able to join in with focused planned days, for example, numeracy, literature and Easter.

### What is being done well?

- Mathematical development is very good. Children enjoy using number in their play and joining in with number rhymes and songs.
- Partnership with parents is very good. Parents are encouraged to be involved in their child's learning. They access training days with their child to better understand what is happening in the Pre-School.
- The development of children's imagination is promoted in a wide variety of ways. Numerous opportunities are available which include the role play area, building with construction materials, using play dough and reading books.
- Staff work well as a team to provide an interesting range of activities, they are good role models and provide a happy learning environment.

- The strong leadership and effective management structure ensures continued improvement through a commitment to staff development.

**What needs to be improved?**

- plans to reflect the learning outcomes for three and four year olds in all areas of development
- opportunities for children to have more regular access to painting, music and physical activities.

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

not applicable

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children demonstrate care and concern for each other. They settle well and are happy. They are aware of when they need to say sorry. They are eager to explain what they are doing, they co-operate well together. They self select activities and persevere at length. They work well in groups, they are polite remembering to say please and thank you. They are aware of the routines and ground rules set. They are very well behaved.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident, they talk to each other, staff and visitors. They ask simple questions and describe what they are going to do and make adjustments if needed. Children show great enjoyment in acting out rhymes, they are becoming aware of rhyme in spoken words. They select and handle books carefully. Four year olds attempt to write their names. Three year olds randomly draw shapes to represent letters.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children practise counting regularly in fun ways and for a purpose. They are able to put numbers in order very well and develop basic skills of calculation. Three year olds recognise numbers up to six. Four year olds count up to ten. They skillfully add one more to solve simple problems in practical activities. They use size language such as big and little in their play. They show a keen interest in shape, talking about shapes in everyday objects.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

All children are very good at recalling significant personal events, sharing in a group what they have done at the weekend. They use their senses well to investigate a wide range of materials, noticing the changes when baking bread. They develop construction skills in a variety of ways using play dough, mobilo, poly M and wooden blocks. They show a good awareness of technology by using a disposable camera, tape recorder and computer. They learn about different aspects of different cultures.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children respond well to music, they join in movement games stopping and starting their bodies in time. They show respect for each others personal space and co-operate well together. They develop an awareness about the importance of staying healthy as they practise good hygiene routines. They show increasing skill in using tools, such as scissors and handle them safely. There is some opportunity for physical exercise.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children explore textures through their senses, tasting different fruits. They are developing a good sense of rhythm and know many songs. They engage in role play enthusiastically through many opportunities. A group of three and four-year-olds, for example, went to the café and served each other. Children construct models well based on their own ideas, for example, a plane and a rocket. They have some opportunities to paint, make collages and use musical instruments.

**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 key issues following this inspection however, the following points should be considered.
- further develop plans to reflect the learning outcomes for three and four year olds in all areas of development.
- develop opportunities for children to have more regular access to painting, musical instruments and physical activities.

*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.*