



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 306402

DfES Number: 519347

### INSPECTION DETAILS

Inspection Date	06/10/2003
Inspector Name	Jean Evelyn Thomas

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Holy Trinity Pre-School
Setting Address	Poulton Hey Chorley Way Spital Wirral CH63 9LS

### REGISTERED PROVIDER DETAILS

Name	The Committee of Holy Trinity Parochial Church Council
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### ORGANISATION DETAILS

Name	Holy Trinity Parochial Church Council
Address	6 Chorley Way Wirral Merseyside CH63 9LS

## 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 Playgroup operates within Poulton Hey, Holy Trinity Church. It is committee run

The playgroup have the sole use of the first floor of the building during the hours of operation. There are three playrooms, toilet facilities, kitchen and store rooms. The grounds are used for outdoor activities when permission has been sought from parents.

The group offers sessional care for children between the ages of 2 years 6 months and 5 years. There are currently thirty two children on role. This includes twenty funded 3 year olds. At the present time there are no funded 4 year olds attending. The setting currently supports children with special needs and who speak English as an additional language.

The group is open from Monday to Friday between 09:15 and 11:45 and Monday and Thursday between 12:45 and 15:15 term time only.

Five members of staff work with the children, of whom three are appropriately qualified.

### How good is the Day Care?

Holy Trinity Pre-school Playgroup provides good care for children.

The facilities provide a welcoming and stimulating environment for the differing ages of children in their care. The organisation of the service is good, a contributing factor for this is the dedication of the persons in charge and the continuity of staff. Effective policies and procedures have been prepared which are implemented by all members of staff. Confidentiality is generally respected. There is a commitment for staff to keep well informed of current child care practices through attending training courses.

There are good systems in place to protect the children in the playgroup, including

carrying out risk assessments although this needs to be reviewed to include outdoor activities. There are four first aiders on site. The playgroup is secure and unauthorised persons can not gain access to the play rooms. Staff nurture an understanding with the children to follow good personal hygiene practices. Staff implement hygiene procedures which will be further improved when food storage temperature can be monitored. Nutritional snacks are provided.

The play group offers an interesting and challenging range of planned activities. The service is well resourced with play materials and equipment to provide the children with varied experiences and to develop their understanding of their community and the wider world.

There is a commitment to work in partnership with parents, information is shared either verbally or in written communication. The service values this partnership to enable them to meet the child's individual needs.

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

The actions raised at the previous inspection have been addressed although the wording of the emergency consent forms needs to be reviewed to ensure it reflects its purpose. Evidence of staff clearances are in place.

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

- the continuity of staff and the service exceeding the required child / staff ratios;
- staff implementing policies and procedures;
- positive interaction between staff and children, which contributes to the child's sense of security and confidence;
- the provision of well planned activities offering children interesting and challenging experiences;
- resources to raise children's awareness of multi racial society;
- meeting and respecting the individual needs of children, purchasing appropriate resources and ensuring inclusion of all children . This is endorsed in the written policy ;
- commitment to undertake training.

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

- the risk assessment to cover outdoor activities and corresponding safety procedures to be prepared;
- systems to be in place to ensure food is stored at the correct temperature in the fridge;
- the emergency treatment consent forms to be reviewed to ensure it clearly states the permission being sought;

- system of recording information in the daily incident books need to comply with the required code of confidentiality.

### 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
4	include in the written risk assessment the use of the outdoor space, which is a regular feature of the service, and develop safety procedures to be followed by staff when this area is in use.
7	ensure the fridge temperature is able to be monitored to guarantee food is being stored safely.
7	review the wording on the emergency treatment consent forms to ensure parents are giving permission for the service to seek emergency advice or treatment.
12	Ensure the system of recording information in the daily incident book complies with the required code of confidentiality.

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

### How effective is the nursery education?

Holy Trinity Pre-school Playgroup provides good quality nursery education for funded three year olds. Children make generally good progress in personal, social and emotional development, communication, language and literacy, mathematical, physical and creative development. Only minor issues are to be addressed in each of these which will mostly be managed through adjustments in planning and assessments. Progress in knowledge and understanding of the world is very good and is a particular strength.

The quality of teaching is generally good. The teachers have a very good understanding of the early learning goals. Planning systems work effectively and cover all curriculum strands. Some activities need to take place more often and assessment opportunities identified more clearly. Staff make good use of the very good resources and manage their time well. Assistants need more knowledge to be able to challenge children appropriately. Children are treated with equal respect and special needs are handled sensitively. The management of behaviour is very good.

Leadership and management is very good. The group runs its own quality assurance system using regular review of teaching plans, staff appraisals, and an annual appraisal of the setting, helping to highlight any issues. The teachers make very honest self assessments and ensure action plans are put in place and effectiveness reviewed. Staff development issues are identified. Further encouragement of assistants to develop their roles and responsibilities will be of benefit to all.

Partnership with parents is very good. There are excellent systems for communication, with daily notices about the curriculum, a termly newsletter and very informative displays. Good relationships have been fostered. Parents feel they can approach the staff at any time if they have a concern about their child's progress. More formal systems for sharing records are to be introduced soon.

### What is being done well?

- The management of behaviour is very good. Staff act as good role models; they behave in a calm manner; speak in quiet tones; show respect to each other, the children and parents; give explanations and allow children time to adjust. As a result children demonstrate a remarkable level of self discipline, co-operate well with each other, and begin to understand how other people feel.
- There is very good management of time and resources. Routines offer a balance of whole group, small group and individual activity. Adjustments to these are made according to children's responses. Good preparation ensures that resources are available to support the learning outcome for each staff led activity. Plans ensure selection of equipment is appropriately varied from the extensive resource base.

- Planning and assessment systems and recording of observations are constantly reviewed for effectiveness. Teachers adjust the educational plan accordingly. Their thorough knowledge and understanding of the early learning goals and stepping stones is clearly demonstrated in the breadth of curriculum coverage.
- The programme for knowledge and understanding of the world is extensive and brought to children in a way that stimulates their interest. This is demonstrated by events that they recall and knowledge they bring to new activities. There is particularly good input of resources for helping children learn about their own and other people's cultures and beliefs.
- Children communicate well with known adults and each other, they are creative in their play and take pride in the individual outcome of drawings and paintings, are progressing well in fine motor skills and balancing, are using numbers and writing for a purpose, and getting great enjoyment from books.
- Parents value the continuity and quality of education provided by this well established playgroup, bringing successive generations of children to the setting. They are delighted with their children's progress.

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

- the confidence of staff to allow children from time to time to express excitement and exuberance as appropriate for their age and to engage in humorous and fun activities;
- greater use of children's names as a reference for writing letters and linking sounds to letters and the clearer identification of assessment and teaching opportunities when using maths resources or maths orientated activities;
- more frequent opportunities to use musical instruments and respond expressively to music and better access to a space large enough for vigorous physical activity and exploring movement;
- better use of assistants in the planning, recording of observations, and assessment process so that this helps develop their knowledge and understanding of the early learning goals and stepping stones and enables them to challenge children more appropriately when supervising activities.

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

They way improvements have been addressed since the last inspection is very good.

The key issues were in relation to four year olds only, but apply equally to three year olds in practice.

These were to extend creativity by giving opportunities for children to create their own outcomes and have ownership of the finished product; review the monitoring of planning and teaching so that it informs future planning more effectively; develop

more opportunities for children to become aware of space outdoors and use this to extend physical development.

All three issues have been appropriately addressed through action plan and review. Children are now enjoying opportunities to be more creative in art and craft by being more responsible for the individuality of outcomes. Written evaluations are now standard practice and are used effectively to make adjustments to the programme where needed. The outdoor area is regularly used, not necessarily for physical activities, but is recognised as a valuable resource. The issue of having enough space for energetic activity and free movement still needs to be addressed but negotiations are in place.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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The high staff ratio enables staff to help new children settle in well, supporting them at times when they are distressed. Children are reassured by the structure and routine of the sessions. Most children confidently select activities of their own choice. Children take turns and share fairly. Behaviour is very good because staff act as good role models. Staff should feel confident enough to allow a little more fun and exuberance to be expressed from time to time.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children are invited to share experiences, give explanations, and express their views. They communicate well. Additional vocabulary is introduced to them through topics. Children enjoy story time and chose to look at books during free play. Clearly printed words are used as labels. Staff should encourage children to link sounds to letters in words that are significant to them such as their name. Children learn to write for a purpose when making lists and completing order forms in the shop.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children are learning to count up to ten and beyond as they count girls and boys at registration. Children learn to write numerals and see numbers written down for a purpose. There are very good resources for counting, sorting, making comparisons, recognising and recreating patterns, which are available on a regular basis. Not all staff know what individual children are capable of and therefore miss opportunities to challenge them to solve problems when using these resources.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children have many opportunities to explore materials and look at similarities and differences through use of their senses. They use the outdoor area to observe changes in seasons. Staff provide good resources to illustrate topics and help children learn about other people's cultures. Children model with dough and make constructions. Very thorough planning ensures all areas of knowledge and experience are covered over time.

### PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children use a good range of equipment to develop fine motor control and their progress in this is monitored effectively. The programme of activities gives children opportunities to climb over and under and balance, move carefully within restricted space, practice aiming and catching. Staying healthy is introduced through topics. Opportunities to use larger spaces to expend more energy still remain limited.



CREATIVE DEVELOPMENT	
Judgement:	Generally Good
<p>Children explore a wide range of media and express their own ideas in drawings and paintings. Individuality of outcome is respected and pictures are displayed to acknowledge this. Children are very expressive in their role play. Bricks are used to make imaginative constructions. Children enjoy joining in songs and action rhymes. Opportunities to create music or rhythms with instruments and to move imaginatively to music could be more frequent.</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**

- Help assistants develop a greater knowledge and understanding of the early learning goals and stepping stones through encouraging them to have more involvement in activity planning and using written observations to make their own judgements on key children's progress. Monitor this through any improvements observed in the way they challenge children to think and solve problems.

*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.*