

New Trinity Pre-School

Inspection report for early years provision

Unique reference number

133686

Inspection date

09/11/2010

Inspector

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Setting address

Trinity Primary School, Vicarage Road, HENLEY-ON-THAMES, Oxfordshire, RG9 1HJ

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Type of setting

Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

New Trinity Pre-School opened in 1985 and is a voluntary group managed by a committee. The pre-school is located close to the town centre in Henley-On-Thames, with children attending from the local residential area. The pre-school operates from a new chalet style building located in the grounds of Trinity Church of England Primary School. There is an enclosed outdoor play area. The pre-school is registered on the Early Years Register and may care for up to 24 children in the early years age range at any one time. There are currently 60 children on roll in this age group. The pre-school is in receipt of funding for the provision of free early education for children aged three and four years. Staff support children for whom English is an additional language. The pre-school opens during school term times, on Monday, Wednesday and Friday from 9am to 12.30pm; and on Tuesday and Thursday, from 9am to 12 noon. Each weekday afternoon session runs from 12.30pm to 3pm. The pre-school employs four members of staff; over half of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff create a friendly and welcoming atmosphere at the pre-school. They generally meet individual children's needs and are building appropriate partnerships with parents and other providers. Although there are some weaknesses in the quality of the teaching, the children are making steady progress in their learning and development. Staff meet most regulatory requirements and have a positive attitude to improving the pre-school as they settle into their new premises. Staff are keen to improve the quality of children's care and learning and take positive steps towards self-evaluation, so are well placed to maintain continuous improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- obtain prior written permission for each and every medicine from parents before any medication is given (Safeguarding and promoting children's welfare) 10/11/2010

To further improve the early years provision the registered person should:

- review systems for monitoring children's development to provide clearer information to plan their next steps towards the early learning goals
- extend the provision for supporting children's literacy across the pre-school

- and enhance this with meaningful activities
- improve children's understanding of how to keep themselves safe by practising evacuation of the premises regularly.

The effectiveness of leadership and management of the early years provision

Staff have a competent understanding of how to safeguard children and attend training to up-date their knowledge. The pre-school has a clear policy on safeguarding and contact details are accessible for referral should concerns arise for a child's welfare. The committee support the staff in recruiting adults to work in the pre-school and there are systems in place to carry out checks to ensure suitability. Staff supervise children closely whilst they play, and plan how areas such as the garden will be utilised whilst maintaining a safe environment. In the past staff have carried out fire evacuations of the premises with children, however, they have not yet undertaken an evacuation drill of the new building. Staff record the presence of adults and children each day and they carry out daily written risk assessments.

As there has been recent staff changes and the move to a new building, the team is only just beginning to establish themselves. However, they effectively use self-evaluation to drive improvement and are developing an awareness of areas that still require some work. The staff demonstrate a positive attitude and show an interest in developing their childcare qualifications. The committee of parents and carers is providing suitable support to the day-to-day running of the pre-school. Resources are adequate to support children's learning and development and are deployed appropriately to meet the needs of the range of children attending.

Many parents express their satisfaction in the level of care the children receive. Staff spend time with new parents and they collect helpful information about the children so that they can meet care needs and find out more about family backgrounds. This helps staff provide an inclusive environment with regard to catering for their individual needs. However, staff do not obtain prior written permission from parents before administering children's medication. This is a breach of a specific legal requirement which could impact on children's good health. Staff make satisfactory use of helpful information from other professionals, such as speech therapists to support children. They also aid in smoothing the transition to school, by organising visits as the time approaches for children to move on.

The quality and standards of the early years provision and outcomes for children

The children are enjoying spending time in their new pre-school building. They settle quickly to play and staff are on hand to offer comfort to those who experience anxiety at separating from parents and carers. Staff act in a kindly manner towards the children and offer support to their play in small groups. The

activities are planned to provide a broad range of play opportunities that adequately cover all the six areas of learning of the Early Years Foundation Stage framework. Children are eager to play outdoors in the fresh air in all weathers. The garden is in the early stages of development with some promising new climbing equipment and designated areas for planting. The children's awareness of recycling is highlighted with sections of guttering and water butts to collect rainwater. Children generally behave well at the pre-school and staff use reminders that activities are soon to change or explain why some behaviour is not kind to others. Many children are forming friendship bonds and some look out for the arrival of their friends.

Children are beginning to learn about healthy eating as they enjoy fresh fruit snacks. Staff are aware of any special dietary requirements of the children and receive training in how to deal with allergic reactions. Staff are suitably qualified to attend to accidents and ensure parents are aware of any issues. The children play in a clean environment and are eager to visit the new bathroom to wash their hands before snack time. They move around with control and confidence and are keen to develop their coordination and balance with scooters and tricycles in the outdoor play area. Children play safely supported by timely reminders from staff. Warnings that activities are to change soon help children feel safe and secure about what is happening next.

Children take part in imaginative play with friends in the home corner. They access a basic range of resources like dressing-up clothes and kitchen utensils, though the area is under-used to promote early writing. Staff regularly share stories and songs with the children to encourage their language skills and the book collection contains some attractive titles to help children learn about the diversity of the world. Children see their own names on a tray to keep their belongings, but there are currently few other word and picture labels to aid early letter and word recognition. Children learn about some natural events, such as how mushrooms grow. A suitable range of festivals and celebrations introduce the children to their local community and the wider world. Some children show confidence in using a computer mouse to operate appropriate software, helping them to develop useful skills for the future. Staff can talk with some knowledge about the individual children in their care. However, current recording systems that monitor children's development are infrequent and some lack important detail. This somewhat limits the amount of useful information available to parents about children's progress.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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