

Holy Trinity Pre-School

Inspection report for early years provision

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EY360454

Inspection date

23/03/2011

Inspector

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Holy Trinity Pre-School was registered in 2007. It is a committee run provision and operates from the Holy Trinity Church in Knaphill, Surrey. Children are accommodated in the main hall and an adjoining room and have use of an enclosed outdoor play area. Suitable toilet and kitchen facilities are available.

The pre-school serves the needs of families in the area and the local community. The group is registered under the Early Years Register to care for a maximum of 26 children aged between two and under five years. There are currently 43 children on roll in the early years age range. The setting is also registered on the compulsory and voluntary parts of the Childcare Register, although there are currently no children on roll in this respect. The group is in receipt of funding for the provision of free early education to children aged three and four years. There are three children currently attending with special educational needs and four children who speak English as an additional language.

The pre-school operates each weekday from 9am to 12 noon, during school term times. Children attend for a variety of sessions. There are four full-time and four part-time members of staff currently working with the children, six of whom hold a recognised early years qualification. The setting receives support from a teacher mentor from the local school and the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Highly effective methods of support are in place to ensure the inclusion of children who have special educational needs. Staff work very hard to make links with other professionals who are involved in their care although partnerships with others are not as consistent. Procedures are in place to support children's safety although staff deployment during children's play indoors and out is not always effective to ensure children remain fully engaged in their activities. Effective partnerships with parents are developing well in most instances and the manager demonstrates a sound awareness of how to ensure that future planned improvements are well targeted and will have a positive impact on the children who attend.

What steps need to be taken to improve provision further?

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

- ensure records are in place and maintained to demonstrate how suitability checks of staff have been carried out, including the unique CRB references numbers and the date which they were obtained

06/04/2011

(Suitable People).

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

- improve the information provided to parents regarding how all adult-led and child-led activities support children in their learning and development and seek information about where children new to the setting are in relation to their starting points of learning and development
- review current staffing arrangements to ensure that they are organised to meet the individual needs of all children, including when providing support during child-initiated play and in encouraging children to learn about being safe and behaving appropriately
- develop close working relationships with other early years' settings which children attend, including childminders, to share relevant information about children's next steps in learning in order to promote consistency and coherence between settings.

The effectiveness of leadership and management of the early years provision

Effective procedures are in place to safeguard children. Staff demonstrate a practical understanding of how to ensure the area which children play in is safe and secure, such as through ensuring entrance doors are locked and alarmed whilst the session is in progress. The manager demonstrates a clear awareness of how to ensure the on-going suitability of staff, for example through professional development discussions and renewing Criminal Records Bureau (CRB) checks every three years. However, a requirement has not been met as the records which need to be kept to demonstrate that CRB checks have been carried out for all members of staff are not robust. This is because some details are missing and all dates and reference numbers are not easily accessible. However, in general, recruitment procedures to ensure that staff are suitable and well qualified to work with children are sound.

Children who attend the setting with special educational needs are very well supported. Additional resources have been sought to ensure their full involvement with the activities on offer and staff utilise the experience of the designated special educational needs co-ordinator to plan activities and ensure that each individual child makes good progress in respect of their needs and starting points. Children who attend the setting who speak English as an additional language are generally well supported through seeking key words to aid communication and also through labelling some resources in the languages spoken within the setting. This helps children to feel secure and valued. Additional partnerships with other agencies are strong in terms of sharing information and expertise to support children with special educational needs, although these partnerships are not extended to other early years' settings which children attend, such as childminders. Therefore, children are not always consistently supported in their next steps across all areas of learning between each setting.

Parents are happy with the care their children receive and enjoy the opportunity to become a parent volunteer. Parents are kept informed of changes to the setting through newsletters and although some information is displayed for parents to view about how the setting promotes learning through play, this is not always clear which limits the ability for parents to provide extended learning within the home environment. In addition, the starting points in children's learning and development are not always sought from parents to ensure that early activities are pitched according to each child's needs and stage of development.

Toys and resources are effectively displayed within the setting and offer children a wide range of choice. Staff encourage children in making some independent choice from boxes in the hall, although the manager realises through effectively evaluating the provision that children rarely self-select from these. As a result she has plans in place to develop how resources are displayed to encourage children's interest and curiosity. Staff are involved in evaluating the provision as well as offering their feedback and ideas to the manager to promote future development, such as developing painting activities to provide new scope for challenge. The manager has achievable plans to develop the provision further and reflects on the practices observed in other settings to plan future development. Some of these plans will be particularly useful when observing which aspects of the provision are used eagerly by the children and where further support from staff may be required to promote children's progression and extension of their abilities.

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

Children are making sound progress in their learning and development and enjoy being able to access a wide range of resources. Staff use observations made of the children in their key groups and use this to ensure that any struggles can be supported through activities offered the following week. Staff meet weekly to discuss the learning needs of each child which helps to ensure the consistency of learning support provided by staff. Children enjoy adult-led activities very much and receive good levels of support from staff as they play, for example when being encouraged to use language such as floating and sinking when mixing sand and water together following a child's request to make sandcastles. Other children enjoy accessing the role play area where they develop their imaginary play in the shop, which is well resourced with large supermarket posters, cash tills and shopping trolleys. Children use this space to develop their play and reflect on their experiences within the local community. However, aspects of their play are limited as staff are not always deployed effectively to offer extension and provide additional challenge. This means that children soon lose interest and behaviour at times begins to deteriorate. Children instead use shopping trolleys to run around the room, occasionally falling and not receiving consistent reminders from staff about taking care in their play. Children are supported in their awareness of being safe in some respects, such as through practising fire drills, which helps them to learn about the action they should take in the event of an emergency.

Children play generally well together and friendships are forming between the

children. Some children prefer to play alone and sit concentrating as they complete a puzzle or as they use the computer to play games. Children's awareness of what constitutes right and wrong is well supported by staff when noticed, although sometimes when children become disinterested in their activities, staff are not always nearby to address inappropriate behaviour and recapture their interests. Children's self-esteem and confidence is promoted very well through adult-led activities as children receive praise and encouragement as they make string paintings. Children who are new to the setting are well supported and benefit from staff bending down to talk to them at their level, helping them feel at ease through bringing out resources which they know they will enjoy. Children soon become distracted from feeling insecure and join in with the other children, playing with cars and reading books together.

Children demonstrate a developing interest in ICT equipment and are able to investigate mobile phones and computer keyboards. Activities are also planned to support individual children's interests which parents share from home, such as when discovering a child had visited China for a holiday, staff planned additional activities to extend her experiences within the setting. This included encouraging children to copy some Chinese symbols and taste some Chinese foods. This helps to support children in their developing awareness of the wider world and secure the skills required in order to progress in their learning.

Children enjoy being outdoors in the fresh air. They make some choice from the resources on offer and develop their gross motor skills as they kick balls and ride trikes. Staff are in the process of developing a small gardening area where children can extend and explore their interest in the outdoor environment as they plant seeds and learn about where food comes from. Children's awareness of how to keep healthy is further supported through being encouraged to be responsible for their own hygiene routines, such as helping themselves to tissues and being supported in washing their hands before a healthy snack.

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	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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

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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	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
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

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