

# Trinity Community Pre-School

Inspection report for early years provision

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**Unique reference number**

123600

**Inspection date**

23/03/2011

**Inspector**

Jo Rowley

**Setting address**

Trinity United Reformed Church, Beaconsfield Road, St  
Albans, Hertfordshire, AL1 3RD

**Telephone number**

07814 637710(session time to answerphone)

**Email**

**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**

Trinity Community Pre-school is managed by a parent committee and registered in 1993. It operates from a room within a church hall in St Albans, Hertfordshire. The pre-school serves the local and surrounding areas and has strong links with the local primary school. The pre-school is accessible to all children and there is a fully enclosed area available for outdoor play.

The pre-school opens Mondays to Thursdays during school term time, from 9.30am until 12.30pm with an optional lunch club operating on Tuesdays, Wednesdays and Thursdays till 1.30pm. A maximum of 24 children may attend the pre-school at any one time, of which nine are funded. Children are able to attend for a variety of sessions and there are currently 30 children on roll who are within the Early Years Foundation Stage age group. The pre-school is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The pre-school provides funded early education for three and four-year olds and is able to support children with special educational needs and/or disabilities and children who speak English as an additional language.

The pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualifications to Level 2 or above including the manager who has an Early Years Foundation degree.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The pre-school provides a warm and welcoming environment for children and parents. Staff use effective safeguarding procedures and carry out risk assessments to ensure that children are safe and their welfare is promoted. Partnerships with parents and carers are excellent. Home links are continually developing through communication and parents speak highly of the staff team. Effective links with other providers of the Early Years Foundation Stage is good and this promotes consistency of care whilst fostering children's development. Procedures for self-evaluation, to promote outcomes for children, are good with committee members and staff being fully included in the process for developing future plans, in order to meet children's needs effectively.

## **What steps need to be taken to improve provision further?**

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

- obtain children's starting points in order to assess the progress which they are making.

## **The effectiveness of leadership and management of the early years provision**

Safeguarding procedures and effective staff knowledge ensures that children are fully protected. Staff are vigilant in ensuring that only vetted persons have access to children by monitoring the main entry to the setting during arrival and departure times. Clear recruitment and induction procedures ensure that staff, parent helpers and volunteers, working with children are suitable to do so. The pre-school leader and the staff team work well together in improving the setting and promoting children's welfare. For example, session times have been extended giving children more time to enjoy the activities and the outside area improved to ensure that children can play safely. Staff are well-deployed within the environment. Each member is fully aware of their role and responsibilities in following the daily rota to ensure that each area, used by children, is supported effectively, promoting children's enjoyment of activities. Resources are well-used and offer children a wide variety of interesting and fun activities, for example, children's knowledge and understanding is greatly promoted as children use a laptop and mouse, independently. They are well-supported by staff as they access various educational games and learn about turn taking as they share the resources well.

Staff promote children's learning with regard to diversity and social awareness through opportunities which are enjoyable. For example, during the Diwali celebrations, children had food tasting opportunities as one of the parents brought in Indian food for the children to try whilst learning about the festival itself. Children who speak English as an additional language are well-supported by staff who work with parents to effectively support each child, using words and phrases in the child's home language. Parents speak highly of the staff team and are very happy with the setting as a whole. They speak of the excellent relationships they have with staff, commenting on how approachable and welcoming they are as well as how great it is that their children are so eager to attend. Parents feel very informed of their children's progress and get fully involved in the setting with regard to fundraising and attending parent evenings. Staff have built relationships with other settings, such as, the local primary school and children have opportunities to visit the school, in preparation for when they start, promoting consistency and children's confidence with the transition to school. This promotes better outcomes for children.

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

Children are happy, settled and make good progress overall in their learning and development. Observations planning and assessments, for children in the Early Years Foundation Stage, are in place and these help the setting meet the needs of the children attending. However, staff do not obtain information regarding children's starting points and, therefore, assessing the progress they make is not as effective. Planning is well-organised and clearly demonstrates how individual children's next steps are linked from observation to the future planning of activities, therefore, promoting effective outcomes for every child. Assessments

and learning journeys are updated regularly and these are shared with parents as well as children enjoying regular opportunities to look at these with their friends.

Children are developing their communication, language and literacy skills through regular opportunities for reading, speaking and listening. For example, children self-register by finding their name card and have independent access to books everyday. Staff take time to listen to children and use opportunities, such as, snack time for children to talk about their families, favourite foods or general things that they are observed discussing, such as, the colour of the cucumber or how pretty someone looks in their dressing up outfit. All children show a great interest in the imaginative resources and they engage fully in role play for extended periods of time. For example, a group of children try on different dressing up outfits. They are seen twirling around the room and as one child puts on a music player they dance to the music whilst singing along.

Children thoroughly enjoy opportunities for making music and whilst they access the music player independently, they can also make their own music with a wide range of instruments from around the world. An example of this, is as children shake their instruments along to the music playing and create their own 'band' which other children want to join. During this activity children are seen to express themselves, they learn about spatial awareness, balance and safety through play. Children's physical development is fully promoted as they have regular opportunity for outside play. Although, the outside area is up on a higher level children are safe and their development is well-promoted because staff ensure that they can access the inside resources whilst outside. This means that children can draw, read a book or use the instruments as well as enjoying bikes, scooters and the play house.

All children show that they are becoming aware of social behaviours. They listen carefully, respond to requests and share the resources well. Children have made firm friendships with each other and an example of this is as the children are enjoying snack. One child asks for some more cheese, before the member of staff can pass this, the child's friend is already there with the cheese for which he is praised. Children have some ownership of their health and hygiene and follow daily routines, such as, hand washing. They are fully encouraged to learn about healthy lifestyles through regular topic work and daily experiences. Children's independence is promoted as, for example, they help themselves to snack, pour their own milk or water and cut their own snack, with support.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
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	2
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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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