

# Trinty Pre-School Bradley Stoke

Inspection report for early years provision

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**Unique reference number** 136109  
**Inspection date** 07/10/2011  
**Inspector** Heather Morgan

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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

Trinity Pre-school is a community-based preschool, which operates from two rooms in the Trinity Church Community Centre, Bradley Stoke, South Gloucestershire. It was first registered in 1990 and is managed by a voluntary committee. There is an enclosed area for outdoor play.

The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It provides care for up to 31 children aged between three and the end of the early years age range. It is open four days a week during term time only. Sessions are from 9am until 3pm on Tuesdays, Thursdays and Fridays, and from 9am until 12pm on Wednesdays. The pre-school receives funding for the provision of free early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The pre-school employs seven members of staff to work directly with the children. Of these, six hold appropriate early years qualifications and one is working towards a qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The knowledgeable staff work together well to meet the individual needs of all children. Consequently, overall, children make good progress in their learning and development. Staff regularly reflects on their practice and take good account of the views of parents and children to help them continuously take steps to improve the service they provide. They provide a safe, secure environment where children settle well, are happy and confident. Excellent partnerships with parents and other professionals underpin the tailored support that staff provide to help each child achieve their full potential.

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

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

- extend children's experiences further by providing more opportunities for them to try things out, solve problems, be creative, take risks and use trial and error to work things out.

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

Staff give good priority to children's safety and security. Robust procedures are implemented well to ensure that all adults working with the children are suitable to do so. Clear policies regarding keeping children safe and secure are in place and understood by the staff. Very good attention is paid to ensuring the shared premises are safe before children arrive. Children develop close relationships with all of the staff, which helps them to feel safe and secure while they are at pre-school.

Staff plan and offer a wide range of activities that sustain children's interests well. They observe the children closely to assess their interests and abilities. This enables them to tailor the activities to children's current interests and to build on what they already know to ensure they make good progress in their learning and development. The staff work well together and are committed to improving outcomes for children. They take account of the views of children, parents and other professionals when identifying areas to improve. For example, they have introduced an information board and email communication following parent surveys. Staff enthusiastically attend a range of training events and always seek to find ways to enhance their provision following training. The team regularly meet to discuss their practice and their self-evaluation is reflective and used well to drive improvement. For example, they have enhanced their communication techniques by learning basic signs and using simple symbols to help children learning English as an additional language. They are developing their use of open-ended questions to promote independent learning, although they do not always give children time to solve problems themselves. They have raised funds to develop their outdoor learning environment and undertaken considerable research before deciding on the design of the garden and fixed play equipment.

The pre-school has an excellent range of resources which staff use very effectively to engage children in interesting and enjoyable activities. Children are familiar with the resources that are available and confidently ask for additional equipment if it is not out on display. Staff are deployed very well to support children's independent choices, including whether they would like to play indoors or outdoors. Staff have a very strong commitment to promoting equality and diversity. They display positive images of children from different backgrounds and with a range of disabilities to help develop children's awareness of difference. The labels on some of the displays, such as the 'birthday board' and welcome poster reflect the home languages of the children attending. The pre-school is very welcoming to families from a range of faiths and encourages children to learn about and celebrate many festivals and traditions, which help them develop respect for others. They also learn to use simple signs to help them communicate effectively with all the children attending. Very good attention is paid to meeting each child's individual needs and supporting those with additional needs. For example, excellent support is given to children learning English as an additional language. Great care is taken to support different learning styles, such as ensuring that all areas of learning are promoted outdoors where the boys choose to spend most of their time.

Very strong partnerships underpin the pre-school provision. Excellent communication and sharing of information with parent's means the staff know all of the children really well and are able to offer individual support and encouragement in their learning. Staff are very pro-active in developing partnerships with other providers to ensure a consistent and complementary provision, and to support children's transition to school. For example they endeavour to visit other pre-schools, share information and welcome reception class teachers into their pre-school. They liaise very closely with other professionals and seek additional support to enhance the service they provide for children with any specific needs.

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

Children develop healthy lifestyles as they enjoy eating different fruits at snack time and healthy packed lunches. They enjoy playing outdoors in the fresh air and get plenty of exercise as they climb, balance and run around in the garden. Children have recently participated in a project that encouraged them to walk to pre-school. They also shared information about other physical activities they enjoyed with their families, such as walking to the shops and going swimming.

Children develop very close relationships with the staff and particularly with the key member of staff responsible for their well-being. Consequently they settle well and feel safe, secure and confident whilst at pre-school. They really enjoy participating in events with the adjacent school and church, such as joining the Harvest Festival celebrations. Children participate enthusiastically in the well-planned sessions at pre-school. The supportive staff are responsive to their needs and interests and consequently children engage well in the wide range of activities that support their learning and development. Children make particularly good progress in their personal, social and emotional development as staff give a high priority to helping children settle well. As a result, they are happy, confident and enthusiastic learners. They are able to make independent choices in their learning, such as choosing to play indoors or outdoors, or asking for additional resources to support their play. Children's behaviour is exemplary. They are familiar with the routines of the pre-school and happily help to tidy resources away when they have finished with them. They respect one another and happily share their resources or patiently wait their turn.

Children are very good communicators and play well together. For example, they engage in lively role play, such as pretending to be hairdressers, or working together to build a bridge in the garden. They like to explore different materials, such as watching how water travels down guttering, or making glasses with different coloured cellophane and then taking them outdoors to see how the garden looks through their glasses. Staff are always on hand to support their play and learning, although they sometimes offer solutions to problems, rather than

giving children the opportunity to work things out for themselves.

The strong relationships that staff develops with parents and other professionals helps them to provide tailored, individual support to each child attending. This results in children engaging well in all the activities on offer and enables staff to help them achieve their full potential. Children's progress at pre-school provides a firm foundation for their future learning and development.

## 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	1
The effectiveness with which the setting promotes equality and diversity	1
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	1
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	2
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	1
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

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