

# Holy Trinity Preschool

Inspection report for early years provision

---

<b>Unique reference number</b>	306403
<b>Inspection date</b>	21/03/2012
<b>Inspector</b>	Emily Wheeldon

<b>Setting address</b>	Holy Trinity C of E Primary School, 126 Market Street, Wirral, Merseyside, CH47 3BH
------------------------	--

<b>Telephone number</b>	0151 632 4153
-------------------------	---------------

<b>Email</b>	
--------------	--

<b>Type of setting</b>	Childcare - Non-Domestic
------------------------	--------------------------

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

## 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 2001 and is managed by a voluntary committee. It operates on the premises of Holy Trinity Primary School in Hoylake, Wirral and serves the local community. The pre-school uses a school classroom, with an adjacent secure outside play area and occasional use of the hall.

A maximum of 18 children under eight years may attend at any one session. The pre-school currently cares for children aged from two and a half to five years of age. The pre-school is open five days a week during term time from 8.45am until 11:45am and 12.30pm until 3.30pm. There are currently 39 children on roll who are all within the early years age group and 33 in receipt of funding for early years education. The pre-school supports children with special educational needs and/or disabilities. The pre-school is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are five members of staff, including the manager and deputy who manage the pre-school. A total of four staff hold a qualification at level 3 in early years.

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

Overall the quality of the provision is outstanding.

Children make excellent progress towards the early learning goals in this highly inclusive, safe, and stimulating setting. Children's welfare needs are rigorously safeguarded and together with superb partnerships with parents and carers, external agencies and local schools, the preschool maintains a very high standard of care and education. All children are valued as unique individuals and inclusive practice is exemplary. Children are encouraged to be active learners and overall there are many opportunities for them to develop their skills in information, communication and technology. The management and staff team are very proactive in consistently sustaining high standards by continually striving to improve outcomes for all children.

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

To further improve the high quality early years provision the registered person should consider:

- increasing further the range of information, communication and technology equipment made freely available for children to use at their own leisure.

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

All children are extremely well cared for in this highly inclusive and safe pre-school. Rigorous recruitment procedures are in place and thorough checks are carried out to ensure the well-being of children and their families. The staff have an excellent understanding of safeguarding procedures and know who to contact should they be concerned about the welfare of a child. Children are well protected because stringent safety checks on the premises including the outside area are carried out on a daily basis. The highly experienced and vigilant staff supervise children very well at all times. All the necessary records, policies and procedures are in place and carefully followed to allow the very smooth running of the setting. Staff deployment is highly effective and an assigned key person system is firmly embedded to help meet the needs of children. Self-evaluation is robust and extensive action plans show that high expectations are established across all areas of practice. The pre-school has addressed previous recommendations promptly and effectively. For example, planning is evaluated to clearly identify children's next steps in their learning. Resources are of a consistently high standard and staff take considerable steps to ensure resources and the environment are fully sustainable. For example, children use rain water collected from water butts to water plants. The pre-school places the promotion of equality and diversity at the heart of all of its work. Staff are highly effective in ensuring that all children's needs are very well met and ensure the environment fully supports their learning. Superb working partnerships with other professionals mean that the needs of children with special educational needs and/or disabilities are expertly met. Partnerships with parents and carers are exceptional as they are heavily involved in their children's learning. A very proactive committee of parents fully support the preschool's development plans and together with the staff, strive for high quality standards of care and education for their children. Links with local schools are very strong and ensure a very smooth transition from preschool to school life.

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

Staff are highly skilled and experienced early years practitioners. Observations and assessments are intrinsic in their practice and very effectively challenges new learning for every child in their care. Planning is very flexible and adapts to children's individual needs and interests. Very detailed assessments are consistently completed with secure tracking systems. As a result, children make excellent progress in their learning and development. As soon as children arrive they are eager to explore their surroundings and they meet every new challenge with real enthusiasm. For example, they relish hammering small nails into shapes to create pictures and expertly name shapes. Children feel very secure and are excellent communicators. For instance, children voluntarily introduce themselves to the inspector and talk about models they are making. They say, 'We are making cars. They are very sticky.' Excellent opportunities for children to develop their writing skills are incorporated seamlessly in role play when they write shopping lists. Highly relevant activities for children to

develop their counting skills like counting the number of plates at snack time are incorporated. Inspirational opportunities for children to develop their creative skills are provided. For instance, the 'Sandwich Shop' in which children use recyclable paper bags and small sponges to represent bread. All children enjoy and have fun celebrating a wide variety of different festivals. They embrace opportunities to perform a dragon dance as part of their topic about Chinese New Year. Exceptional examples of children developing a sense of awe and wonder are clearly seen. For example, the surprise arrival of 'Duncan' the donkey. The setting is very committed to working in partnership with the local community. They regularly raise money for charities including sponsoring the donkey. Very effective use is made of the local area giving children rich experiences, such as when they visit museums and local farms.

Exciting activities to develop children's skills in information, communication and technology are on offer such as, programmable robots and the use of the computer suite in the school. However, a computer is not made readily available in the playroom for children to use at their own leisure. Children's understanding of safety issues is exceptional. They expertly use tools safely. Children demonstrate outstanding awareness of staying healthy by explaining what happens to their bodies after exercise. Highly nutritious snacks of fresh fruit and oat cakes mean that children are healthy and well nourished. Children demonstrate outstanding independence when they self serve drinks of water and milk. Age-appropriate strategies are used very effectively in respect of behaviour management and excellent manners are promoted. Children are given a wealth of opportunities to develop their physical skills and greatly benefit from fresh air. Children develop excellent skills for the future as they become active, creative and independent learners.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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	1
--	---

### Outcomes for children in the Early Years Foundation Stage

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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