

Trinity Pre-School Fareham

Inspection report for early years provision

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Inspection date	21/03/2012
Inspector	Christine Clint

Setting address	Methodist Church, Kings Road, FAREHAM, Hampshire, PO16 0NU
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Type of setting	Childcare - Non-Domestic

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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 Fareham registered in 2011. The pre-school has operated for 45 years and has re-registered following a change in the committee status. There is a manager, who has responsibility for the day-to-day running of the provision. A committee has overall responsibility for the pre-school. The pre-school is situated in the Methodist church hall in the centre of Fareham in Hampshire. Children have access to a large main hall and an adjoining room, leading to a secure outdoor area via low steps.

The pre-school is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The registration is for a maximum of 50 children under eight years; all children may be in the early years age range. Children attend from the age of three years. The pre-school provides funded educational places and supports children with special educational needs and/or disabilities. Children speaking English as an additional language are also supported. The pre-school operates during term time on Monday to Wednesday from 9:15am until 2:15pm, Thursday from 9:15am until 12:45pm and on Friday from 9:15am until 12.15pm. There are 16 practitioners working directly with children, including the manager and an administrator. Of these, 12 have appropriate early years qualifications. Other staff are completing childcare qualifications. There are currently 75 children on roll.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The pre-school has very strong and dynamic leadership with highly effective teamwork and staff continuity. An excellent level of driving and maintaining continuous improvement is sustained across all areas of the provision. Systems of self-evaluation are fully embedded and staff show how reflective practice is used to appraise and influence the excellent outcomes for children. There are high levels of motivation in creating partnerships to promote and focus on meeting children's individual needs. The pre-school has very effective and well-established daily routines, which involve parents and strengthen the commitment to promoting relationships with families. Parents are keenly involved in children's progress and most parents are contributing to their children's records of learning.

What steps need to be taken to improve provision further?

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

- encouraging all parents to participate in children's development and contribute to their learning records.

The effectiveness of leadership and management of the early years provision

The pre-school has highly effective, safeguarding systems in place. There are fully organised procedures for staff recruitment and comprehensive systems of induction. All details for volunteers and committee members are in place. There are fully planned, annual, staff appraisals and areas for improvement are linked with training; all staff share in review of policies. Staff show experience and knowledge of safeguarding procedures, they learn from the start about their responsibilities as key workers. There are clear, detailed records of risk assessment to show how safety is highly prioritised in all areas. Staff have very organised routines for managing and promoting children's continual safety. All requirements to meet regulations for safeguarding are fully implemented and frequent reviews take place to help ensure children's safety and welfare.

Children are making rapid progress in their development because staff provide a creative learning environment and high quality care. Learning is clearly attributed to excellent use of resources and well-deployed, high ratio of knowledgeable staff. Children show growing confidence and enjoyment in selecting play equipment; they see pictures of resources displayed and this provides wider choice. Staff plan very effectively and they are instantly able to give a clear example of what they have observed during the session for a key child. Staff regularly evaluate all planned activities and use this for future planning. Comprehensive records of learning provide clear evidence of children's starting points and extensive progress across wider areas of learning. The pre-school has included innovative systems for tracking children's progress across all aspects of development and this information can easily be shared with parents and other carers.

There are accomplished and progressive systems to evaluate all areas of the provision; the manager and staff show consistent awareness of driving improvement. Evaluation is thorough and includes parents' opinions and children's ideas. Leadership is vibrant and staff clearly inspire each other; teamwork is exceptionally successful in continually raising the quality of the provision. The pre-school has very successfully driven a full range of improvements to raise the provision's quality. There are precise and detailed plans for meeting the needs of individual children and ongoing links with other agencies for support and guidance. The pre-school promotes equal understanding between all children and adapts resources and activities to reflect and encourage ongoing learning.

Parents have very strong links with the pre-school and many parents chose the setting because of the family ethos. Parents are very well informed; they show interest in being involved with the pre-school and attending informative training. Parents have a wide variety of information available, they are encouraged to settle and attend with children. They fully appreciate the very strong links the pre-school develops with schools when children transfer. Parents know how their children are developing and most parents are keen to see and contribute to their children's levels of learning. Parents are keen to show their appreciation of the care and dedication that staff provide and their growing awareness of how exceptionally well children are learning.

The pre-school is highly proactive in seeking links in the wider community. Staff regularly liaise with childminders and other carers; they willingly share information

about children's progress. There are very well developed routines with local schools for children's ease of transfer. The manager has close liaison with cluster groups in the area and there are proactive links with the nearby children's centre.

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

Children have a welcoming and highly stimulating environment. They start the day with their key person, self-registering in small groups; clearly gaining a very strong sense of belonging. Children enthusiastically water their sunflower seeds; they find their named pot and check to see how big the sunflower has grown. They collect water and learn how much water to pour onto seedlings. They practise steering and manoeuvring wheeled toys in the outdoor space; they learn to take care and respect each other's movements. Children play purposefully in the home corner and organise different vegetables on plates. They offer these to staff and know the names of tomatoes and potatoes. They make connections with colours and pretend orange beads are carrots. Children 'make' toast and use play knives to spread and cut the toast; they automatically turn on the toaster to signify that it is working.

Children keenly experiment with the wide variety of musical instruments available. They show excellent concentration in beating rhythms and they investigate the sounds of rain sticks and bells. Children confidently count eggs made of play dough; they show innovation in making patterns and using cutters, saying, 'There's a cherry on the top' when they add another piece.

Children's feelings of safety and security are substantially enhanced by well-established routines and the high ratio of staff to children. They communicate freely and thrive on opportunities to share their thoughts. Children are fully encouraged to become independent in toileting and they successfully and confidently manage this. They relish opportunities for responsibility and they eagerly become monitors, carrying items between rooms and wearing special badges. They show patience and understanding about maintaining safe routines, responding very well to staff requests to listen, to fetch coats for outdoor play or to wash for snack time.

Children know which foods are healthy because they bring fruit in every day to share. They sit with staff who very skilfully encourage conversations about eating and drinking to maintain their energy and promote good health. Children talk about cleaning up the doll's house while they play, they know that beds must be made and the baby's nappy changed. They talk about bathing and washing themselves or having a shower. Children learn about germs when they cough because staff encourage them to cover their mouths. They have regular opportunities for physical exercise and take part in the sponsored bounce with excitement, showing delight and a sense of achievement.

Children's behaviour is exemplary and they learn how to negotiate and cooperate with each other. They understand the need to share and take turns, automatically fetching the timer and explaining, 'This is to let the other person have a go.'

Children show they feel valued because they are very eager to share family news with staff when they arrive. They understand and have a positive attitude towards differences because staff fully promote and encourage individuality.

Children are comprehensively developing their skills for the future. They show interest and curiosity, developing their own ideas, for example, for making a bed and securing covers to the clothes horse. They recognise numbers and respond very confidently when singing songs; they learn to sound letters and practise new words. Children are keenly making excellent progress in all areas of learning because staff following children's lead. Staff provide opportunities when children show interest and enthusiasm to fully extend and widen children's capabilities.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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

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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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