

Holy Trinity Pre-School

Holy Trinity Church Hall, Spilsby Road, Boston, Lincolnshire, PE21 9NS

Inspection date	11/02/2013
Previous inspection date	11/11/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- An effective key person system promotes children's sense of security and helps them to form strong emotional attachments and bonds.
- Staff understand how children learn. They support them well through a balance of child-initiated and structured activities, which enables them to make good progress in their learning.
- Staff are committed to continually improving the pre-school through clear processes of self-evaluation and monitoring of the provision. Plans for improvement are well targeted to strengthen practice.

It is not yet outstanding because

- Current opportunities for parents to contribute to their child's learning and share their observations from home are not effective, in order to ensure that children's learning can be extended effectively.
- Children who have English as a second language are given limited opportunities to develop and use their home language in their play.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children's activities in the three playrooms and outdoor area.
- The inspector held a meeting with the manager of the setting and spoke at appropriate times throughout the sessions.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of practitioners working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector also took account of the views of parents and carers spoken to on the day and information included in the self-evaluation form.

Inspector

Carly Mooney

Full Report

Information about the setting

Holy Trinity pre-school was first established in 1975 and was registered in 1992 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in The Trinity Centre, Boston, Lincolnshire. The pre-school serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The pre-school employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday term time only. Sessions are from 8.55am until 11.55pm and 12.15pm until 3.15pm. Children attend for a variety of sessions. There are currently 58 children on roll who are within the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- increase opportunities for parents to contribute to ongoing development, through sharing learning from home
- provide opportunities for children whose home language is other than English to use that language in the setting.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are encouraged to become inquisitive and independent learners, as they move freely around the pre-school to access activities of their choice. Staff understand how children learn through play and support them well. For example, through reading a book to a small group or in craft activities. Children's prior knowledge, skills and understanding are recorded when they start at the pre-school. This, together with careful observations and assessments of children's activities, helps staff to plan challenging experiences. As a consequence, children make good progress in all areas of learning. Learning journeys provide a good account of children's time within the setting and are shared formally with parents twice a year to discuss progress. However, opportunities to engage parents in children's learning by encouraging them to share their observations from home are limited. This means that children's learning is not fully extended as it does not always take account of their experiences and interests at home.

Staff consistently talk to children during activities to support their communication and language development. They skilfully question children to make them think and introduce new words into their vocabulary. For example, 'crunchy', to describe how foil feels scrunched in their hand. All children have good opportunities to recognise their name through self-registration and using name cards at snack time. Older children, in

preparation for school, learn to write their name, which they do so independently, for example, by writing outside with chalk. Staff use opportunities, such as this, to extend learning further, as they encourage children to sound out the letters of different names, as they write them down. Children freely access books when playing and enjoy listening to them being read by staff. During a baking activity, staff support children's number recognition and understanding of weight and measure, as they match number four on the scales to the number four they have selected from the number line.

Children are confident in the pre-school. They are familiar with rules and routines and organise themselves well in activities, such as story or snack time. They independently pour their own water and peel their fruit, which supports their independent skills. Children's work and some photographs are displayed where possible, which contributes to their self-esteem and sense of belonging. Children attend the pre-school who speak English as an additional language. They are well supported to help them settle but opportunities to develop and use their home language in their play is limited, which means they cannot always participate fully. Children with special educational needs also attend and are well supported by experienced staff, who work closely with parents and outside agencies to help them learn and develop.

The contribution of the early years provision to the well-being of children

An effective key person system enables children to feel safe and secure and promotes a good level of well-being within the pre-school. Play spaces are organised well to support all areas of learning and children choose resources independently. Children co-operate well with their peers and in general show kindness and consideration for others. For example, older children hold hands with younger children to support them, as they move along the balance beam in the garden. They understand rules, such as only two children at the computer and remind their friends of this when others try and join in. Children are enthusiastic to help tidy away the toys, which instils a sense of responsibility. Behaviour management amongst staff is consistent and through gentle reminders, children are encouraged to think about safe practices, such as what happens if they splash water at people.

Close relationships have formed with several local schools to support children's transitions into school life. Teachers from the schools attend the pre-school in the summer term and when required, staff support children to settle into their new school in the autumn term. Staff often take children on walks to see the new schools they will be attending and help them become familiar with the environment.

Children's awareness of developing a healthy lifestyle is promoted through the provision of healthy snacks and through indoor and outdoor physical play opportunities. For example, children use a trim trail to support their balancing skills and take part in pancake day races to develop their hand and eye coordination. Outdoor play is incorporated into the daily routine so all children spend time enjoying the fresh air. Children understand the importance of cleaning their hands before eating and help themselves to tissues to wipe their nose, which encourages self-care skills prior to starting school.

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

Staff demonstrate a good understanding of local safeguarding procedures and know how to identify and report concerns that they may have about children in their care. They attend regular training to keep up to date with changes and discuss child protection scenarios during weekly staff meetings, to build their confidence when dealing with concerns. Recruitment procedures ensure staff are suitable to work with children and staff undergo a thorough induction of all policies and procedures. Staff endeavour to provide a safe and secure environment for children, through robust risk assessments and daily checks.

The learning and development requirements are effectively delivered by staff, who ensure all children engage in stimulating activities, which enable them to make good progress. A motivated staff team work closely together, to continually improve standards of care and learning for all children. They are involved in decision making and supported well in their professional development. Areas for improvement are realistic and will enhance children's experiences in the pre-school over time. For example, by implementing an on-line monitoring tool to quickly identify any gaps in the provision. Management monitor staff performance formally through supervision meetings and informally through observation of practice. Staff are given good opportunities to reflect on their practice during weekly meetings. Systems are in place for parents to share their views about the pre-school and parents comment positively, that the pre-school is fantastic, with kind and caring staff. Procedures are implemented with other settings children attend, so that information is shared to support learning and well-being between the two. Overall, all children are valued and their development is fostered well during their time at the pre-school.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets

		the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	253441
Local authority	Lincolnshire
Inspection number	876523
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	32
Number of children on roll	58
Name of provider	Holy Trinity Playgroup
Date of previous inspection	11/11/2008

Telephone number

07749610187

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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