

Holy Trinity Pre-School

Holy Trinity Church Hall, Chobham Road, Woking, Surrey, GU21 2SX

Inspection date	18/11/2013
Previous inspection date	23/03/2011

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

- Staff value working in partnership with parents. An effective partnership between staff and parents ensures individual needs are met and a welcoming environment is provided by all.
- Children enjoy learning and make good progress. Staff effectively plan and organise interesting and exciting activities which match children's abilities, reflect their interests and help them move forward in their learning.
- Children develop close attachments with staff and relationships with each. Staff members respond to children well, which enables them to fully support their individual needs and desires.
- Children with special educational needs are well supported. There is a trusting relationship with parents and good links with other professionals. As a result, the individual needs of children are met.

It is not yet outstanding because

- There is scope for the management committee to enhance the monitoring of practice to ensure systems for performance management are effective.
- Children's independence is not fully promoted at snack time.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 held a meeting with the manager and treasurer of the management committee.
- The inspector held discussion with key persons, special educational needs co-ordinator and staff.
- The inspector observed activities in the main hall, adjoining hall and outdoor play.
- The inspector took account of the views of parents on the day of the inspection.
- The inspector looked at various documents, including policies and procedures, records of children, evidence of the suitability of staff and recruitment procedures.

Inspector
Jane Franks

Full report

Information about the setting

Holy Trinity Pre-School was registered in 2007. It is a committee-run provision and operates from the Holy Trinity Church in Knaphill, Surrey. Children are accommodated in the main hall and an adjoining room and have use of an enclosed outdoor play area. Suitable toilet and kitchen facilities are available. The pre-school serves the needs of families in the area and the local community. The setting is registered on the Early Years Register. There are currently 49 children on roll in the early years age range. The pre-school is also registered on the compulsory and voluntary parts of the Childcare Register and receives funding to provide free early education to children aged three and four years. The setting supports children who have special educational needs. The pre-school operates Monday, Tuesday and Thursday from 9am - 1pm and Wednesday and Friday 9am - 2.30pm, during school term times. Children attend for a variety of sessions. There are nine members of staff currently working with the children, seven of whom hold a recognised early years qualification.

What the setting needs to do to improve further

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

- improve management and accountability arrangements to ensure that the management committee fully understands its role in monitoring and challenging practice to drive improvement in the provision for all children
- increase opportunities for children to develop their independence, for example, by pouring their own drinks at snack times.

Inspection judgements

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

The educational programmes provide interesting and challenging experiences that meet the needs of all children. Children are happy and motivated to learn and on arrival at the nursery, they become rapidly engrossed in the stimulating resources alongside their peers. Staff motivate children to learn with fun activities that children enthusiastically engage in. For example, staff support children's understanding of number by encouraging children to count toy cars as they excitedly roll them down a large cardboard tube. Children feel secure with staff and respond to the close contact and positive praise and encouragement offered. A good balance of adult-led and child-initiated activities ensure that children are the prime instigators in their own learning. Staff allow children to express their thoughts and feelings. Children enjoy singing at group time. They make independent choices in the songs they sing. They join in eagerly using actions and words with encouragement and

support. As a result, children grow in confidence and self-esteem.

Children develop their personal and social and emotional well-being. Children respond to familiar people and can select and use activities and resources independently. They play with a purpose and concentrate on a chosen activity, showing confidence when asking for adult support and participation. Children enjoy building a castle during outdoor play using crates and cones. Staff use open questions to extend vocabulary and spoken language. This captures the imagination of children as they integrate fairy tales into their play. They benefit from staff showing a real interest in them and their ideas.

Staff have a sound knowledge and understanding of how to promote the learning and development of young children. Assessments of children are effective and support staff in planning suitably challenging activities that reflect children's interests. Every child has a 'Learning journal' which supports their progress. Staff consistently demonstrate that all children, including those with special educational needs, are progressing well towards the early learning goals. The secure key-person system allows a successful engagement with parents and well-targeted strategies, for all children, as a result. This means that the children confidently acquire the key skills needed for the next steps in their learning.

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

Staff give good priority to making sure children settle well, and they liaise closely with parents and carers to meet the individual care needs of all children attending. There is an effective key person system, so that staff get to know their key children well and are able to identify how they learn and provide activities accordingly. Children form warm and friendly bonds with the staff team and enthusiastically greet them when they arrive. Staff are very affectionate, and provide plenty of cuddles for those children who need reassurance. Children learn to respect others and play well together. The staff have developed effective strategies for behaviour management, and are consistent in their approach.

Staff are deployed well both inside and outside of the setting. They show very good concern for children's safety while allowing them to take risks, for example, staff support children in managing their safety as they make different constructions with the large wooden building bricks. Children enjoy fresh air and exercise in the outdoor play areas. They can run freely and use physical play equipment, which includes ride on toys, hoops and balls. Therefore, children develop their physical skills and their well-being is supported. Children learn about the importance of a healthy diet. Snack time is a sociable occasions where conversation is encouraged. Children in the pre-school develop their skills in using tools for a purpose as they prepare their own healthy snack, promoting independence and future life skills. However, there are missed opportunities to further these skills, for example, by pouring their own drinks. Staff use effective strategies of communication, for example, visual aids, to ensure all children understand daily routines. Children learn to wash their hands, feed themselves and tend to their own personal needs. This promotes independence and prepares children for their move to school.

Staff foster close partnerships with parents and other agencies involved with children's care and education to promote a joined-up approach to meeting children's individual needs. This supports continuity between home and the setting and, as a result, children progress effectively in their learning as they grow in confidence and self-esteem. Children are supported well in their transition to school. Staff have good working partnerships with feeder schools; for example, teachers are welcomed into the setting. Parents comment on the progress their children have made since starting at the pre-school and how well they are prepared for school. Across the pre-school there is a strong staff team in place which is very effective. Staff ask each other for support, if needed, without hesitation which shows good concern for children's safety and security.

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

The manager has a good overview and knowledge of the educational programmes, so she can monitor that all areas are covered within planning and assessment and identify any gaps in learning. Recommendations from the previous inspection have been addressed. For example, systems to identify children's starting points on entry are now in place. This helps staff to recognise children's individual needs and plan activities at an appropriate level. The staff work closely with parents and other agencies involved with children to identify and meet children's needs quickly and very effectively.

The manager has a good understanding of the role and responsibility to make sure the learning and development requirements of the Early Years Foundation Stage are covered. She takes positive steps to safeguard children's welfare. Risk assessments are effective in ensuring that all obvious hazards are identified and removed to further protect the children. Procedures for recruitment are robust; they include full vetting of all staff to ensure their suitability. Staff are clear about their roles and responsibilities to safeguard children and meet their needs. They are familiar with the safeguarding policy and procedure. They know what to do if concerns arise about children's well-being. Induction systems ensure that staff are clear about their roles and responsibilities.

Supervision is provided in the form of annual appraisal and one-to-one meetings. Staff meetings take place on a monthly basis to monitor training needs, quality of provision and reflective practice. However, the monitoring of the pre-school by the management committee, to provide support for individual professional development and staff performance, is not consistent. This impacts on the improvement the pre-school can make and therefore on the provision and attainment for the children. The manager and her team routinely evaluate practice in order to improve outcomes for children. For example, an 'All about me' form has been successfully trialled to further support initial assessment and children's transition into 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. 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 monitored and inspected again within six 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	EY360454
Local authority	Surrey
Inspection number	815439
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	44
Number of children on roll	49
Name of provider	Holy Trinity Church Committee
Date of previous inspection	23/03/2011
Telephone number	01483 473 489

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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, which are usually the childminder's 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.

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 4234, or email 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.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

