

Holy Trinity Pre-School

Poulton Hey, Chorley Way, Spital, Wirral, CH63 9LS

Inspection date

26/09/2014

Previous inspection date

12/01/2010

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision requires improvement

- Staff complete accurate observations and assessments of children in order to plan activities for their next steps in learning. As a result, children make steady progress towards the early years outcomes.
- Staff gather a range of information about children prior to their arrival at the setting through their partnerships with parents. As a result, children enjoy their time at the setting as they have suitable relationships with staff that support their self-confidence and emotional well-being.
- Children are protected while attending the setting as staff have a clear understanding of safeguarding policies and procedures.

It is not yet good because

- Staff do not always make best use of the outdoor learning environment. Consequently, children are not always motivated and opportunities to extend their learning are being missed.
- The committee has an adequate programme for professional development. However, this is not sufficiently targeted enough around learning and development to have a significant impact on the quality of teaching.
- The committee does not have sufficient knowledge of changes to the provision that must be notified to Ofsted. As a result, they have breached one of the requirements of the Early Years Foundation Stage.

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.

Inspection activities

- The inspector observed activities in the indoor and outdoor environment and spoke with staff at appropriate times during the inspection.
- The inspector reviewed evidence of suitability for all staff working with children, their qualifications and current first-aid certificates.
- The inspector held a meeting with the manager of the setting in the absence of the provider. She reviewed the setting's self-evaluation form and a selection of policies and procedures.
- The inspector took into account the views of parents spoken to during the inspection and records of parental feedback held by the setting.
- The inspector reviewed a sample of records kept, including fire drills, accidents and existing injuries. The inspector also sampled planning, observations, assessment documents and tracking.

Inspector

Lauren Grocott

Full report

Information about the setting

Holy Trinity Pre-School has been registered since 1993 and is on the Early Years Register. It is managed by a voluntary committee consisting of representatives from the Holy Trinity Church council and also staff from the pre-school. It operates from designated rooms within the Holy Trinity Church in the Spital area of Wirral. There is an enclosed area available for outdoor play. The pre-school is open each weekday during term time from 9.10am to 12.10pm. It is also registered to provide care on a Monday and Thursday from 12.45pm to 3.15pm, although this is dependent on demand. The pre-school supports children with special educational needs and/or disabilities, and children who speak English as an additional language. It also supports children accessing three- and four-year-old funding. There are currently 25 children on roll. The pre-school employs five members of staff, four of whom hold appropriate early years qualifications. It is a member of the Pre-school Learning Alliance.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that the committee improves their knowledge of changes to provision that must be notified to Ofsted
- improve the programme for professional development to ensure sufficient focus is placed on learning and development.

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

- develop the outdoor area to provide learning opportunities that will stimulate children and engage them in meaningful play
- adapt daily routines to ensure these meet the needs of children attending the setting, particularly younger children.

Inspection judgements

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

Staff understand how children learn and develop, and as a result, the quality of teaching is generally good. Children are offered activities that promote their learning and development across the seven areas of learning. For example, they paint, role play and learn to recognise letters through the use of jigsaws. They have free access to a computer

to play educational games and can self-select books to read or construction resources to build with. Staff ask them relevant and appropriate questions which prompt further discussion and allow children time to think and respond. This means their learning is being consolidated and they are generally curious to continue with activities. Staff have a generally good understanding of how to prepare children for their next steps in learning and development. Children, including three- and four-year-old funded children and those with special educational needs and/or disabilities, are making steady progress towards the early learning goals, which will help prepare them to move on to school.

Children's communication and language is well supported as staff role model use of language, provide examples of print in the learning environment and encourage correct use of vocabulary. Children have opportunities to engage in more focused activities, for example, printing with fruit and vegetables. Staff talk about the smell and texture of the vegetables and the colours of paint the children choose. This means children's creative skills are being developed, as well as supporting their understanding of the world. Children are asked to remember what happens in one of their favourite stories, and help to recreate the story using puppets. This consolidates their learning and encourages them to reflect on previous experiences. In the outdoor area, children enjoy running, hula hooping and chalking on the pavement. They also have access to a vegetable patch which is harvested regularly. Their produce is sold through the church and the setting donates the money to a local charity. This supports their understanding of the world as they learn about how things grow, and supporting the wider community. Children also occasionally access the church grounds and go on walks in the local community to support their learning. However, they are not always stimulated during outdoor play as there is a limited range of activities or resources provided at one time to engage them. As a result, opportunities are sometimes missed to support or challenge children's learning and development.

Staff complete regular observations and assess children, in order to track their progress from their starting points recorded upon entry to the setting. Parents provide information about their children's likes, dislikes and abilities when children are settling-in to the setting. Staff use observations to inform each child's next steps, and planning is sufficient to ensure that children's skills are being developed. Staff have also devised ways to support parents' engagement in their children's learning and development, for example, by asking them to complete home observations to contribute to children's learning journals. Children attending the setting, including those with special educational needs and/or disabilities, and children who speak English as an additional language, are making steady progress towards the early learning goals. Staff have clearly identified next steps and plan for these on a daily basis to support children's progress. They provide parents with information about children's learning and development on a regular basis, including by conducting parents' meetings to discuss progress. Staff engage with other professionals where relevant to ensure that appropriate interventions are secured and children are supported to reach their full potential.

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

Children's emotional well-being is supported by the key-person system. Staff know children well and it is evident children feel secure at the setting, including those who have recently started attending. A suitable settling-in process means that children generally settle quickly at the setting. Their key person is able to get to know them adequately due to the range of information they collect from parents. Children develop a sense of belonging and self-esteem as they see examples of their artwork on display and stick their name on the board to register when they arrive at the setting. They are encouraged to manage their own personal hygiene needs, or to try again at an activity. Staff provide lots of praise and encouragement to help foster children's self-confidence. As a result, children are being supported to become emotionally ready for their next steps in learning, for example, a move into school. Children generally play well alongside each other with the support of the staff team. However, they are not always stimulated enough and this sometimes results in lapses in their behaviour. For example, younger children are required to sit for extended periods during circle times. However, they quickly become bored and start to move around, talk or play while older children talk about the weather and count how many children are present. In the outdoor area, although some resources are provided to support children's learning, these are not sufficient enough to stimulate all children, and as a result, some children occasionally lack motivation and their behaviour lapses. Staff generally support children to manage their behaviour well, but on occasion they do not remind children of their expectations. As a result, some children demonstrate behaviour that is not appropriate.

Staff support children's understanding of healthy choices in a number of ways, as the setting has recently achieved a health promotion award. Children independently select their choice of fruit at snack time and a drink of either milk or water. During circle time, children demonstrate an awareness of healthy choices as they comment that it is important to drink your milk to get 'big and strong and lift heavy things up'. Children are provided with opportunities to try exotic fruit to enhance their understanding and enjoyment of healthy foods. They understand the importance of physical exercise as they reflect on a popular book they have been reading over the week that involves a man running away from animals. Children's health is supported as the setting attends to their individual dietary needs and has an awareness of any allergies or preferences. Sufficient records are kept to document accidents, existing injuries and medication administered. Children's understanding of keeping themselves healthy and safe is supported by staff, who remind them to be careful when opening doors in case they trap another child's fingers and to wash their hands before eating their snack. Risk assessments are in place and reviewed regularly to ensure children's safety while attending the setting. Staff provide support for children as they learn to use the toilet independently and manage their own personal hygiene needs. This reduces the risk of cross-infection and enhances children's understanding of being healthy.

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

The committee has a clear understanding of its responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage. The committee has devised systems to monitor children's learning and development to ensure they are

making progress while attending the setting. Assessment and tracking arrangements have been implemented and these are satisfactory in ensuring interventions can be sought for children who require additional support. The committee's understanding of meeting the safeguarding and welfare requirements of the Early Years Foundation Stage is generally sufficient. However, it failed to notify Ofsted of a change in the hours of operation of the setting, and as a result is in breach of one of the requirements. The committee is aware of the steps needed to rectify this, and there is minimal impact on children's safety or well-being. The committee has devised effective safeguarding policies, and as a result, staff understand the signs and symptoms of abuse. They are able to talk about what to do if they had concerns about a child or the behaviour of an adult. Children's health and safety are further supported by risk assessments which are updated regularly to identify any hazards and minimise these. Staff are deployed effectively to ensure there is always a team member with a current paediatric first-aid qualification on site. Staff keep records of fire drills, accidents and existing injuries to further protect children.

The processes for monitoring staff are generally good, and underpinned by an annual appraisal meeting. The staff team are encouraged to complete peer observations, in order to evaluate their own practice and identify areas for improvement. Staff meetings take place at the start of each term to provide in-house training and the sharing of information, to ensure a consistent approach is used by the team. However, although staff are offered opportunities to attend additional training, the programme of professional development is not sufficiently targeted enough to make more of an impact on children's learning and development. The committee complete a self-evaluation form annually to identify strengths of the setting and priorities for improvement. Staff and parents are also offered opportunities to contribute to the form. Children benefit from this as the committee is able to identify priorities for improvement accurately. For example, self-evaluation identified that use of technology and programmable toys was an area of development for indoor play. The committee is seeking new ways to ensure children have further opportunities in this area, for example, by purchasing new computer software. Since the last inspection, the committee has improved the ways in which children's attendance is recorded and also developed the systems for observations and assessment to clearly link to children's next steps.

Staff build good relationships with parents and understand the importance of these. Parents comment that they 'cannot praise the setting enough' and that the setting is a 'perfect start' to their children's education. They feel that children benefit from the atmosphere of the setting, which parents describe as 'warm and welcoming'. Parents are invited to be involved in the setting through making contributions to their children's learning journals, and receive weekly information on their children's next steps for learning. There are systems in place to support staff in working alongside other professionals where appropriate. As a result, all children are able to make steady progress when attending the setting.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	306402
Local authority	Wirral
Inspection number	867663
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	28
Number of children on roll	25
Name of provider	Holy Trinity Parochial Church Council
Date of previous inspection	12/01/2010
Telephone number	0151 334 2683

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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, 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.

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