

Holy Trinity Pre-School

George Williams House, Watson Close, St. Bernards Road, SUTTON COLDFIELD, West Midlands, B72 1LE

Inspection date	21/10/2014
Previous inspection date	29/03/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Good quality teaching and planning means that all children are fully supported and make good progress in their learning and development.
- Staff provide a wide range of exciting activities, so that children can explore and learn with skilful guidance from staff.
- Children settle very well at the pre-school, as staff are very caring. Parents are welcomed into the playroom and share daily information with staff about children's well-being, so that their needs are met.
- Rigorous safeguarding policies and procedures are implemented very effectively by staff. This means that children are safe at all times.
- Leadership and management is very effective, which results in the continuous improvement of the provision. There are effective partnerships with other local early years providers and outside agencies in the support of all children.

It is not yet outstanding because

- Staff have not yet found consistently successful ways to share individual children's next steps in learning with parents.

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 observed activities in the main playroom and the outdoor play area, including a joint observation with one of the managers of the pre-school.
- The inspector held meetings with both managers of the pre-school, who are also the providers.

The inspector looked at and discussed children's assessment records, the self-evaluation process and planning documentation. She checked evidence of the suitability of staff working in the pre-school and looked at a range of other documentation.
- The inspector took account of the views of parents, carers and children spoken to on the day.

Inspector

Catherine Sharkey

Full report

Information about the setting

Holy Trinity Pre-School registered at its current premises in 2004 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is managed by a committee and operates from a YMCA building in Sutton Coldfield. The pre-school is open each weekday during term-time only. Sessions are from 9.15am until 11.45am and from 12.30pm until 3pm, Monday to Friday, with an optional 45 minute lunch session. There is an enclosed area available for outdoor play. The pre-school employs 11 members of childcare staff and an office manager, all of whom hold appropriate early years qualifications at level 2 and above. The two managers have qualification at level 5 and at level 6, respectively. Children attend for a variety of sessions. There are currently 33 children on roll who are within the early years age range. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities and children who speak English as an additional language. It receives support from the local authority and is a member of the Pre-School Learning Alliance and the Birmingham Early Years Partnership.

What the setting needs to do to improve further

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

- find even more successful ways to share children's progress records and individual next steps in learning with parents to extend their involvement in their children's learning at home.

Inspection judgements

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

Pre-school staff work very well together to plan activities for children each week using the information they gather from their observations of each child. This information is collated and recorded regularly, which provides a clear picture of children's progress and allows staff to build on their strengths and weakness. This means that children's individual needs are well met and they all make good progress at their own pace and level. Staff know all children well and build on their next steps in learning during their play. They have a good understanding of the ways in which children play and learn and provide interesting activities across all areas of learning. Parents and carers share information about their children's needs and what they can do when they first start at the pre-school. This provides a base for staff to build on so that children make good progress. Information about children's activities is shared each day between parents and staff. They are invited to contribute to children's progress records or to stay and play for as long as they wish. However, staff have not yet found consistently successful ways to share information about children's individual next steps in learning, so that parents can support these effectively at home.

The large playroom is well set out so children can choose their activities and resources independently. Older and younger children are grouped separately at the beginning and end of each session, so that staff can work on their language and communication skills. They focus on the development of children's counting and mathematical skills and on their confidence in speaking in front of a small group. These sessions are well planned and take account of each age group's length of concentration and level of understanding. This means they build on their learning very well. Two- and three-year-old children thoroughly enjoy exploring the textures of corn flour, water and paint as they mix it together. They use different types of brushes, plastic forks and their hands to mix it and see how the textures change as they add more water. They make patterns in the mixture and staff draw their attention to what happens when they mix the yellow and blue paint or let the mixture drip from their fingers. Children develop the activity in their own way, as they choose different tools to use and experiment with printing the patterns they make. Children are excited when they scrunch up soggy pieces of paper or decide they would like to add trees to the green pattern they print. Staff extend the activity by adding this to planning for the next day, so that children are challenged in their thinking, as they will decide how to create the trees. This shows how staff use children's interests effectively to further engage them in their play and learning.

Children develop their physical skills well through their use of the range of climbing and balancing equipment and other resources in the outdoor area. Teaching is good and staff prepare all children very well for school and for the next stage in their learning. Children find their own names as they arrive and begin to recognise other familiar words, such as those for the days of the week and the weather. Staff guide children skilfully in their imaginative play and support them in their early writing skills. Children make marks in sand, paint and on paper and choose from a wide range of pens, crayons and creative materials on a trolley. Children who speak English as an additional language and those with special educational needs and/or disabilities are well supported. This is because staff work effectively with parents and other professionals in order to secure early intervention and to plan for each child's individual needs.

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

Children settle quickly and are emotionally secure in the caring and welcoming atmosphere of the pre-school. They form very good relationships with all staff who know children well, so that if their key person is absent they do not become unsettled. Staff comfort children if they are upset and encourage them to talk about their families. They look at photograph books of their families, which makes a link between home and the pre-school and helps children to feel secure. They enjoy chatting to staff and each other at mealtimes and have good relationships with each other. Staff encourage parents to share daily information about children's well-being, so that they can meet their needs effectively. They obtain detailed information about children's care routines and preferences before they start, so that they can provide consistency of care. Parents state that children really enjoy attending the pre-school and they are confident to leave them, as they know they are very well cared for and are happy.

Children enjoy healthy snacks provided by the pre-school and they bring their own packed lunches from home. Staff ensure these are healthy and that children eat savoury food first, followed by sweet items. Children learn to be independent as they help themselves to milk or water. They learn to dress themselves and to make independent choices in their activities in readiness for school. They learn about healthy eating, as they grow some of their own vegetables at the pre-school. Children have plenty of exercise in their outdoor play and through dance and movement sessions in the large indoor space. They learn to manage risks safely, as staff teach them how to keep themselves safe.

Behaviour is very good indeed, because staff explain clearly to children why they need to follow the rules so they can all be safe. Children know they do not run indoors and that they must be kind to other children. Staff teach them to share the toys and take turns in the activities and great emphasis is placed on giving children the confidence to say stop if they do not like what another child is doing to them. This helps children to respect others and to take account of their feelings. Children are secure as they move on to school. Their new teachers are invited to visit them at pre-school so they see children in an environment that is familiar to them. Staff show children photographs of their new school and the uniform, so that they become familiar with these. They engage in role play, discussion and stories to ensure they know what to expect. Information about children's progress and needs is shared with the new setting, so that children continue to be well supported.

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

Children are safeguarded very well as staff have a thorough knowledge of child protection and implement the effective policies well. Effective risk assessments are carried out so that the premises are safe and all staff have recent safeguarding training. This means they are confident in how to identify and report any concerns. Rigorous recruitment procedures ensure that staff are suitable to work with children and that the committee members are suitable. There is no access to the pre-school from the other part of the building and all visitors sign in so staff can check their identities. Staff ensure they implement robust procedures for the collection of children, so that they are safe.

The provision is well monitored by staff and the managers. Regular appraisals and observations of staff performance are carried out by the managers, who work in the room with staff. This identifies staff training needs and they may request courses, which contribute towards their professional development. This means that children's learning experiences are enhanced through the improvement of staff's knowledge and skills. Staff are very well motivated and work well as a team to evaluate their provision and identify areas for improvement. Staff, the managers and parents contribute to the effective self-evaluation process and plan the improvements to be made. Parents are very well informed about the policies and procedures in the pre-school. The pre-school committee is made up of parents, so they are involved in events and are very well informed about the provision, which they help to communicate to all parents.

The pre-school has established effective links with other professionals and local early years providers, which means staff are assisted in meeting the needs of all children. A local early years adviser has contact with the pre-school in order to support staff in the monitoring of the provision, should this be required. Staff meet regularly with schools, children's centres and other early years providers to engage in mutual support and the sharing of ideas, best practice and training. This means that they maintain and improve on the good quality standards in children's learning and development. The staff have established effective links with other settings attended by children and share information with them on a regular basis.

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. 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	EY319968
Local authority	Birmingham
Inspection number	862361
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	33
Name of provider	Holy Trinity Pre-School (Sutton Coldfield)
Date of previous inspection	29/03/2010
Telephone number	07981 809459

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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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Piccadilly Gate
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