

New Trinity Pre-School

Trinity Primary School, Vicarage Road, HENLEY-ON-THAMES, Oxfordshire, RG9 1HJ

Inspection date	19/11/2014
Previous inspection date	09/11/2010

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 follow children's interests well. They plan towards their next steps in learning and allow their day to be flexible. This helps children to become independent learners.
- Staff promote language skills very well, including for those children who speak English as an additional language.
- Staff have well-established partnerships with parents. They develop different ways to include them in children's learning and development.
- The manager has a strong understanding of the learning and development requirements and monitors educational programmes successfully, resulting in all children making good progress.

It is not yet outstanding because

- Staff do not always talk to children about what they eat during snack and meal times, to increase their understanding of healthy lifestyles.

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 children's activities indoors and outdoors.
- The inspector undertook a joint observation and discussion with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection and through written feedback.
- The inspector talked with staff and some children to obtain their views.
- The inspector scrutinised a range of relevant documentation relating to safeguarding, suitability records, policies and procedures.

Inspector

Helen Porter

Full report

Information about the setting

New Trinity Pre-School registered in 1985. The pre-school is located in a chalet-style building in the grounds of Trinity Church of England Primary School, in the centre of Henley. There is access to an enclosed garden. The pre-school is registered on the Early Years Register. There are currently 35 children on roll. The pre-school opens in school term times between 9am to 3pm each weekday. It receives funding for the provision of free early education for children aged three and four years. The pre-school supports children who speak English as an additional language. The committee employs four members of staff to work directly with the children. All staff have suitable qualifications.

What the setting needs to do to improve further

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

- increase children's understanding of healthy lifestyles by talking to them more about healthy food options , for example at mealtimes.

Inspection judgements

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

Staff have good knowledge and understanding of how children learn. They provide a good range of well-planned activities and follow children's interests well; they plan towards their next steps in learning but also allow their day to be flexible. This helps children to become independent learners. Staff deploy themselves well during the day, so that they can identify and help any children who may need further support or challenge. For example, one member of staff is a 'champion' for two-year-olds. She helps to make sure that activities are fully inclusive for younger children or any child with gaps in their learning. Staff display a vast array of resources, which helps children to make their own decisions in play. For example, children access paintbrushes from drawers and use them to bang on drums. All of this helps to make children keen to learn and confidently explore the environment.

Staff provide plenty of opportunities and resources that encourage children to develop their communication and social skills. Children access dressing-up clothes and accessories. They transform into different characters, such as princesses, and engage in pretend play together. Some children pretend to be hairdressers and use resources from around the room to represent brushes and appliances. For example, one child accessed the pretend phones to make appointments for the rest of their customers. Staff promote children's language skills very well, including those who speak English as an additional language. They use pictures with words around the room and add words from different languages. For example, a display names basic body parts in English and in other languages. This

helps children to learn new vocabulary in their home and additional languages. Staff teach children letters and sounds through games and discussions, to help build their language skills before they move on to school.

Staff help to develop children's physical development through well-planned activities and resources. For example, children wave their arms and wiggle their hips during music and movement sessions. They take part in clay modelling outside and ride on bikes and scooters. This all helps children learn to move their bodies in different ways. Staff use an interactive weather board with the children, which helps them to learn about weather and types of clothing they will need. For example, they dressed the bears on the board with suitable clothing for a cold, rainy day. Staff introduce mathematics into children's everyday play. For example, they ask them how old they are, and then ask them to count up to that number and find the correct numeral.

Staff follow focused and comprehensive planning and assessment procedures. They record children's achievements and plan towards their next steps in learning. Staff accurately summarise all learning areas on assessment sheets. They share these with parents and other professionals regularly, which helps to build consistency in learning. Staff effectively use additional documents to monitor children's progress, specifically in speaking and listening. They ask parents to provide very detailed information about children's home languages. As a result, all children, including those who speak English as an additional language, are making good progress. Partnerships with parents are well established. Staff continue to develop different ways to include parents in their children's learning and development. Parents note children's achievements from home on forms called 'star of the week' or on 'wow slips'. Staff include the information from these forms in children's progress summaries. They provide plenty of feedback to parents about children's daily care and development through discussions and notes on white boards.

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

Staff are friendly and welcoming; they form strong attachments to the children. This helps children to settle in well and feel secure. When children join the pre-school, staff provide parents with a picture of their child's new key person and an explanation of what their role is. This helps parents to share this information with children before their first settling-in visits. Children's behaviour is positive, due to the clear boundaries and guidance that staff provide. Staff teach children how to behave well. They encourage them to draw pictures and talk about the types of behaviour that help them to make friends. For example, children say that 'friends listen to each other'. Staff regularly remind them of these behaviours during play, which helps them to socialise well with others. They act as good role models and provide effective systems to promote children's independence. For example, when they play a song about tidying up, children recognise this and automatically begin to tidy away resources. This all helps to promote children's well-being and emotional development.

Staff responsibly teach children how to keep themselves and others safe. For example, they show children how to use small bats with balls carefully, so that they do not hit

others. They remind children to walk slowly and to look where they are going, so they do not trip. Staff invite fire fighters into the pre-school to discuss fire safety with the children.

Overall, staff encourage children to live healthy lifestyles. They offer drinks of water or milk, and fresh fruit such as oranges and bananas to help children to eat healthily. Staff provide parents with good suggestions for healthy lunch box options. However, they sometimes miss chances to develop the children's understanding of healthy eating and where fresh food comes from. Staff teach children good hygiene practices such as washing their hands before meals. They provide children with plenty of exercise and fresh air by allowing free access to the enclosed outdoor area.

Staff plan effectively to prepare children emotionally for their move to school. They work in partnership with the onsite school and other providers, to help to make sure that children's needs are fully recognised. For example, staff invite teachers and staff from other settings to the pre-school. When children move to school or attend another setting, staff provide them with a copy of children's assessments. It highlights their interests, needs and achievements. This helps to share information on the children's progress and promotes consistency in each child's learning and development.

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

The manager has a strong understanding of the learning and development requirements and monitors educational programmes successfully, resulting in good progress for all children. She meets with staff regularly to discuss children's next steps in learning. Together they track children's progress in relation to the Early Years Foundation Stage. This provides the manager with good opportunities to quickly identify and narrow any gaps in children's development. Staff and the manager work as a well-established team. The manager often works within the rooms, acting as a very good role model for staff. She carries out observations of staff performance and shares the findings with them during regular supervision meetings. This helps her to establish training and support programmes for each member of staff.

The manager implements good arrangements that help to promote children's safety. The staff all attend training to increase their understanding of their roles and responsibilities to protect children's welfare. As a result, they are all clear on the actions to follow should they have a concern about a child's welfare. Robust recruitment and vetting procedures help to make sure that staff are suitable to care for the children. Staff complete daily safety checks and regular risk assessments of the premises. They identify potential hazards and any action needed to minimise any risk to children.

The manager, supported by the Chair of the onsite primary school, focuses on reflective practice and self-evaluation. They identify the strengths of the provision, as well as any areas for further development. The management team implements different ways of seeking the views and suggestions of parents and children. For example, it sends questionnaires home for parents to complete. Staff work in close partnership with other

professionals, such as early years advisory teachers, to audit the premises and plan future improvements to raise the quality of the provision.

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	133686
Local authority	Oxfordshire
Inspection number	813810
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	35
Name of provider	New Trinity Pre-School Committee
Date of previous inspection	09/11/2010
Telephone number	01491 574 742

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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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