

# Holy Trinity School

Holy Trinity C of E Infant School, Church Street, Clayhanger, WALSALL, West Midlands, WS8 7EG



## Inspection date

20 January 2015

Previous inspection date

8 June 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff are caring and form strong and trusting relationships with the children. Children behave well, form firm friendships with other children and enjoy taking responsibility in the club.
- Children are well safeguarded. Staff ensure risks are minimised so that children's safety is fully promoted.
- Staff monitor the quality of practice so there is ongoing improvement. Staff professional development is supported through training and observations of their practice.
- Effective partnerships with parents enable information about children's progress to be regularly shared.
- Effective planning ensures that children enjoy a wide range of activities that promotes their learning and development. There are regular opportunities for children to enjoy physical play to extend their learning.

### It is not yet outstanding because:

- Staff do not always discuss children's progress with teaching staff to fully promote children's learning across settings.
- Children do not always have the opportunity to relax and access books during their time at the club.

## What the setting needs to do to improve further

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

- enhance the provision further so that children are provided with more opportunities to relax and enjoy quieter activities after a busy day at school
- extend opportunities for staff to share information with teaching staff regarding children's development and preferred ways of learning.

### Inspection activities

- The inspector observed activities in the indoor learning environment.
- The inspector held meetings with the manager of the club.
- The inspector looked at children's records and other relevant documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children and the provider's self-evaluation.
- The inspector took account of the views of parents and carers spoken to on the day.

### Inspector

Susan Rogers

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Children's learning at school is complemented effectively through interesting activities that children enjoy. Staff work alongside parents to discuss their children's progress and collect information about children's individual needs. Staff keep useful records of children's achievements and observe children as they play. Staff talk to children about what they are doing and provide activities and resources that relate to children's interests and build on what children like to do. Children of all ages thoroughly enjoy junk modelling which develops their creativity and problem-solving skills. They learn to join together different materials using glue and tape, and proudly display what they have made. These activities promote children's team working skills and understanding of shape and dimension as they enthusiastically select from a vast range of boxes and tubes. Staff consistently support children's play with ideas and suggestions, and enthusiastically encourage children to participate and work together which promotes their self-esteem. Although there are a wide range of activities available, children do not always have the opportunity to relax and enjoy quieter activities, such as reading, away from the busier areas of the club.

### **The contribution of the early years provision to the well-being of children is good**

Children are cared for in a welcoming and safe environment. They enjoy opportunities to be physically active outdoors, in the playground, the nearby park and the school hall. Children learn how to keep themselves safe as they play, and recognise that being active contributes towards a healthy lifestyle. They enjoy taking responsibility by tidying away after sessions and taking part in cooking activities. This helps children understand which food is good for them. They form strong and trusting relationships with the staff and develop positive attitudes towards others. They behave well as staff ensure that all children are valued and their opinions are considered. They make friends with the other children and enthusiastically include them in their play. These social skills help children to be confident and self-assured in other learning environments, such as school.

### **The effectiveness of the leadership and management of the early years provision is good**

Staff safeguard children effectively and ensure risks are minimised. Partnerships with parents are effective and staff share daily details with them of their children's activities. Staff have a good knowledge of the learning and development requirements. They drive forward with ongoing improvements by regularly evaluating the activities and the quality of the provision. Staff consult with children and their families to assess any areas for further development. Staff monitor children's progress and plan for the next steps in their development. The manager monitors the quality of staff's interaction with the children and uses this to inform and support staff's professional development. Staff work effectively with external agencies and professionals. However, staff do not always exchange information with teaching staff regarding children's progress as they collect children from their classrooms. Therefore, they are not fully able to promote children's learning across all settings.

## Setting details

<b>Unique reference number</b>	EY282425
<b>Local authority</b>	Walsall
<b>Inspection number</b>	856245
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	26
<b>Number of children on roll</b>	69
<b>Name of provider</b>	Brownhills Community Association Limited
<b>Date of previous inspection</b>	8 June 2010
<b>Telephone number</b>	01543452327

Holy Trinity School opened in 2004. It operates from the community room, the school hall and the worship centre within Holy Trinity School, Brownhills. There is ramped disability access to the building. The club is open each weekday from 7.50am to 9am and 3.10pm to 6pm term-time only. All children share access to an enclosed outdoor play area. There are four members of staff of whom two have appropriate early years qualifications, and one is working towards a recognised qualification.

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