

Trinity Pre-School

Trinity Church, Front Street West, Bedlington, Northumberland, NE22 5TZ



Inspection date

17 April 2015

Previous inspection date

21 September 2009

The quality and standards of the early years provision	This inspection:	Good	2
	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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The quality of teaching is good. Staff provide a broad range of activities, experiences and opportunities, which support children to make good progress in their learning.
- Staff have forged close and effective working partnerships with parents, helping to support children's continuity of care and learning.
- Staff are friendly, nurturing and supportive. Their dedicated approach reflects a strong commitment to improve outcomes for all children.
- Staff create a welcoming learning environment, enabling children to settle easily and establish close relationships with their key person. This means that children are happy, behave well; and are active and confident learners.
- The play environments are clean, secure and well organised. As a result, children can explore their surroundings freely and in safety.
- Good priority is given to safeguarding children. Staff have a good understanding of their roles and responsibilities in keeping children safe from harm.

It is not yet outstanding because:

- The outdoor play area is not used to maximum effect to support children's awareness of letters and words.
- There are fewer natural resources in both the indoor and outdoor play environments to help promote children's exploratory play and language development.

What the setting needs to do to improve further

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

- enhance the outdoor play area with a wider range of labels, signs and appropriate resources for children to use as they play to develop their literacy skills even further
- enrich the indoor and outdoor play areas with more natural resources, such as, shells, cones, sticks, wooden blocks and pieces of bark to promote children's exploratory play and language development even further.

Inspection activities

- The inspector observed activities in the playroom, during snack time and during outdoor play.
- The inspector carried out a joint observation with the manager.
- The inspector held meetings with the manager, spoke to the chairperson on the telephone, and spoke to staff and children throughout the inspection.
- The inspector viewed documentation, including children's assessment, tracking and planning records, as well as a sample of the policies and procedures.
- The inspector checked evidence of the suitability and the qualifications of staff working with the children. The inspector also discussed the pre-school's self-evaluation.
- The inspector took account of the views of parents spoken to during the inspection.

Inspector

Lois Wiseman

Inspection findings

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

The well-qualified staff offer purposeful and developmentally appropriate activities, promoting children's learning and development across all areas. Staff build on children's interests and all children make good progress relative to their starting points. Children access the resources easily and independently in this welcoming environment. Younger children enjoy creating pictures using play dough and older children create patterns using coloured beads and laces. However, there are fewer natural resources to promote children's exploratory play. In addition, the outdoor play area has fewer resources to fully promote children's literacy skills. Staff interact with children in a calm and reassuring way, staying close and offering support when needed. Children listen attentively when stories are shared, responding well to different questions. Assessments are accurate and consistent; children's learning journals provide a documented account of the activities and experiences offered. Parents are valued as equal partners, sharing the care of their children. As a result, individual children's care needs are met consistently and their achievements are celebrated.

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

The effective key-person system enables staff to really get to know their children and support their well-being. This means that children feel secure, and form strong attachments with their peers and other adults. The settling-in process is flexible, meeting the needs of children and families. The care routines are consistent, helping children to learn about good hygiene and healthy living. Children enjoy physical play outside, managing their own risks. Healthy food and drinks are offered, promoting children's good physical well-being. Staff are skilful role models and promote good manners. Staff manage children's behaviour well and help them to develop self-help skills. As a result, children develop positive attitudes and key skills ready for their next stage in learning.

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

Staff have a good understanding of the safeguarding and welfare requirements. Daily health and safety checks are completed, and children help to assess risks in their play. Robust policies, recruitment and induction procedures and supervision ensure that staff are suitable to work with children. Planning and assessment arrangements are effective and focused to meet individual needs. The manager works closely with the staff, helping to identify both the practitioners and the children's potential learning needs. Staff reflect on their practice regularly, helping to improve the outcomes for children. The management team supports staff well to undertake relevant training, feeding back knowledge gained at staff meetings. Parents say that their children are happy to attend pre-school and comment on the good progress they have made.

Setting details

Unique reference number	301828
Local authority	Northumberland
Inspection number	867336
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	25
Number of children on roll	25
Name of provider	Trinity Pre-School Bedlington Committee
Date of previous inspection	21 September 2009
Telephone number	07719318332

Trinity Pre-School was registered in 1993 and operates from Trinity Church Hall. The pre-school employs six members of childcare staff; all of these hold an appropriate early years qualification at level 3. The pre-school opens from Monday to Friday during term time only. Sessions are from 8.55am until 11.55am. The pre-school provides funded early education for two-, three- and four-year-old children.

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.

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.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.gov.uk/government/organisations/ofsted

© Crown copyright 2015

