

# Trinity Community Pre-School



Trinity United Reformed Church, Beaconsfield Road, St Albans, Hertfordshire, AL1 3RD

## Inspection date

21 May 2015

Previous inspection date

4 December 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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 promote children's mathematical development very well. They use language, such as big and heavy, during conversations with children and support their recognition of numbers. Older, more able children can impressively recognise numerals higher than 10. This helps to prepare children in readiness for future learning at school.
- Staff demonstrate good teaching skills. For example, they engage children in conversations throughout their play and promote regular opportunities for them to make marks using a range of resources. Consequently, children learn to communicate well and are able to practise their early writing skills.
- Staff have a good understanding of their responsibilities to keep children safe from harm. They are fully aware of the safeguarding procedures in place and know whom they must report any concerns to. Staff consistently protect children's welfare.
- Staff consistently promote positive behaviour. For example, they support children to learn how to share and take turns with toys, and explain why they must not snatch from each other. This means that children learn to play cooperatively with their peers and begin to understand the needs of others. As a result, children's behaviour is good.

### It is not yet outstanding because:

- Staff do not always give parents specific information about how they can further support their children's learning at home, in order to ensure children's rapid progress towards the early learning goals.
- Staff do not always make best use of the garden to support children whose preferred learning environment is outside.

## What the setting needs to do to improve further

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

- enhance partnerships with parents even further by giving them precise information about children's next steps in learning and ideas of how they can support learning at home, so that children make swifter progress towards the early learning goals
- extend the use of the garden and how staff organise outdoor learning, so that children who learn more effectively outside are able to thrive.

### Inspection activities

- The inspector observed children taking part in a range of activities and spoke with the staff and children at appropriate times throughout the inspection.
- The inspector conducted a joint observation with the manager and held a meeting with her.
- The inspector checked evidence of Disclosure and Barring Service checks and suitability, qualifications and training of staff.
- The inspector looked at a range of policies, procedures, children's assessments and the nursery's self-evaluation form.
- The inspector spoke to some parents and has taken account of their views.

### Inspector

Katherine Hurst

## 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 team demonstrate their good understanding of how children learn. This is clear from the wide range of challenging learning experiences that they plan. The manager and staff use information from children's assessments to regularly check whether they are progressing in their learning. This ensures that any gaps are quickly identified and support is provided. Staff work closely with other professionals to support children with additional needs, including those with special educational needs and/or disabilities. There are specific education plans in place to ensure that their individual needs are fully met. Consequently, all children are making good progress in their learning, given their starting points. Generally, staff have good partnerships with parents. They display information about the current theme for children's learning, such as the number they are focusing on that week. However, staff do not consistently tell parents about children's specific next steps in learning and offer activity ideas they can carry out at home.

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

Children are happy and enjoy their time at the pre-school. Staff are caring and regularly praise children for their achievements. This boosts children's self-esteem and helps them to be confident and motivated to learn. Staff talk to children about the differences and similarities that their new nursery or school will have with the pre-school. This results in children making the move with confidence. Staff promote children's good health. For example, at mealtimes, they discuss the importance of eating nutritious food. Children have daily opportunities to play outside and exercise in the fresh air. Staff provide a range of toys for them to play with, including balancing beams to support children to develop their physical skills. At present, staff do not consistently make best use of the garden. Opportunities for outdoor play are not always organised in an effective way that supports those children who prefer to learn outside, to flourish.

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

The pre-school benefits from an enthusiastic management team, who have worked hard to raise the standards of teaching and care. They have a good understanding of the Early Years Foundation Stage and implement it well. There have been substantial improvements made since the last inspection. The management team has established systems for self-evaluation and there are development plans in place to enhance practice even further. This demonstrates their dedication to continuously improve. The manager observes staff performance and offers support about how they can develop their practice. This includes half-termly supervision meetings and to provide training depending on the needs of the individual and the setting. Staff have recently attended a range of training sessions to enhance their knowledge. For example, one member of staff has recently completed a course about maths in early years. The positive impact this training has on the quality of teaching is evident because staff promote children's mathematical development very well.

## Setting details

<b>Unique reference number</b>	123600
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	1001180
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	28
<b>Name of provider</b>	Trinity Community Pre-School Committee
<b>Date of previous inspection</b>	4 December 2014
<b>Telephone number</b>	07814637710-session time to answerphone

Trinity Community Pre-School was registered in 1993. The pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3, including one with Qualified Teacher Status. The pre-school opens from Monday to Thursday during term time only. Sessions are from 9.30am until 12.30pm. There is an optional lunch club on Tuesdays, Wednesdays and Thursdays from 12.30pm until 1.30pm. The pre-school provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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