

Trefonen Pre-School

Trefonen C of E (Controlled) Primary School, School Lane, Trefonen, OSWESTRY,
Shropshire, SY10 9DY



Inspection date

1 July 2015

Previous inspection date

27 June 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	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		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The provider has failed to notify Ofsted of changes to committee members. Consequently, Ofsted are not aware of all those who are associated with the setting.
- Staff do not ask parents for enough information about what children already know and can do when they first start. As a result, staff are not able to plan precisely for children's learning from the outset.
- Performance management is not sharply focussed on monitoring the quality of teaching, to identify ways to extend children's learning further.

It has the following strengths

- Children enjoy healthy snacks and meals which help to promote their good health.
- Staff are calm and use positive language to help children overcome emotional upset and develop their self-esteem.
- Children make good progress. Staff create an inviting and stimulating environment which provides a wide range of activities that children are interested in.
- Staff have a sound understanding of child protection procedures. As a result, they are aware of their roles and responsibilities in keeping children safe at all times.
- Staff understand the importance of sharing information with other settings and schools that the children move on to. This promotes consistency of care and learning.

What the setting needs to do to improve further

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

- improve the arrangements for supervision meetings, so that staff's practice is frequently evaluated and reviewed, in order to raise their practice to the highest level.
- gather more detailed information from parents about children's existing skills on entry to the setting, in order to plan better for each child's progression from the outset.

To meet the requirements of the Childcare Register the provider must:

- inform Ofsted of the name, date of birth, address and telephone number of any senior officer or member of the governing body (compulsory part of the Childcare Register).

Inspection activities

- The inspector had a tour of the pre-school with the manager.
- The inspector conducted a joint observation with the manager.
- The inspector checked evidence of the suitability and qualifications of committee members and staff working with children.
- The inspector observed activities and spoke with the manager, staff, parents and children at appropriate times throughout the inspection.
- The inspector looked at a sample of policies, children's records, self-evaluation, and planning documentation.

Inspector

Lesley Bott

Inspection findings

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

Children choose what they want to play with from a variety of interesting resources that motivate them to learn. They have fun as they choose whether to play inside or outdoors, and they show interest in their chosen activities. This helps to develop their independence and attention skills, in readiness for the next stage in their learning. Children's creative skills are effectively developed as they take part in imaginative play activities with their playmates. They develop their communication and language as they talk about the roles they choose to play. Staff gather information from parents about their children's care needs and interests when they first start. However, they do not always gather sufficient information about children's starting points of learning. As a result, children's learning is not fully maximised in their early days at pre-school. Children's learning journals detail how children are making good progress over time. They are shared with parents regularly to keep them informed about their children's ongoing development. Staff liaise with schools that children are due to move on to next, and talk to children about what they can expect. This builds their confidence and helps them to look forward to the move.

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

Staff ensure that the premises are comfortable, welcoming, safe and secure. As a result, children are settled, happy and enjoy their time at the pre-school. They form appropriate bonds and secure emotional attachments with their key person and other staff. This helps them to settle quickly in the pre-school. However, children's well-being is not effectively promoted in all areas, because the provider has failed to comply with an aspect of the safeguarding and welfare requirements. Staff manage children's behaviour calmly and consistently. They help children to resolve conflict and to deal with their emotions effectively. Children regularly take part in active play, both indoors and outside, to promote their physical development and understanding of good health. Staff encourage children to develop their self-care skills effectively during routine activities. Children know and understand about the need to wear sunscreen and hats in the hot weather to keep themselves safe.

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

The provider does not have a clear understanding of the Safeguarding and Welfare requirements. As a result, they have failed to notify Ofsted of changes to the management committee. The impact on children is minimal because committee members who are awaiting their suitability checks do not have unsupervised contact with children. Self-evaluation is used well to identify areas for improvement. The manager has a good understanding of how to promote children's learning in all areas. Staff effectively use the knowledge they gain from training to support children's progress. They also benefit from annual appraisals. However, arrangements for supervisions are not yet sufficiently implemented to review and raise the quality of teaching even further.

Setting details

Unique reference number	EY418584
Local authority	Shropshire
Inspection number	851942
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	20
Number of children on roll	33
Name of provider	Trefonen Pre-School Committee
Date of previous inspection	27 June 2011
Telephone number	01691653512

Trefon Pre-School was registered in 2010. The pre-school employs six members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 and above, including one with Early Years Professional Status. The pre-school opens Monday to Friday during term time only. Sessions are from 8am until 5.45pm. 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.

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