

Holy Trinity Pre-School

Poulton Hey, Chorley Way, Spital, Wirral, CH63 9LS



Inspection date

22 September 2015

Previous inspection date

26 September 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

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

- When children sit as one group with staff, teaching is not adapted well around children's needs. Activities are not explained clearly. Children show limited interest in these activities and staff are not skilful at managing children's resulting poor behaviour.
- Variability in the quality of teaching means that children are not benefitting from some activities as much as they should. Children's ability to listen and cooperate, as well as use books and listen to stories are not well-developed.
- Oversight of the pre-school by the provider and committee, while adequate, are not detailed enough to ensure that the pre-school is the best it can be.

It has the following strengths

- During times when children are playing, teaching is good. Staff chat frequently with the children. They support children's play well. They help children to think by making careful use of questions and suggestions, and by listening to children's comments.
- Staff value children's own painting, creating and writing. They celebrate the effort, thought and skill that children use. This is helping children to want to 'have a go' and represent their ideas while at pre-school.
- Leaders keep children safe when they move around the site. For example, children are taught well how to be sensible when climbing up and down the stairs at pre-school.
- Links with parents are good. Staff share information frequently about children's activities at pre-school and how families can help at home.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

Due Date

- improve the management of children's behaviour at group times so that children behave appropriately. 23/10/2015

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

- ensure that teaching at group times for children is planned and organised well around the needs and abilities of the children so that children enjoy learning at these times and make good progress in all of their social skills and early reading behaviours
- improve the level of oversight of the work of the pre-school by making full checks and reviews of improvement and impact against agreed priorities.

Inspection activities

- Her Majesty's Inspector (HMI) spoke to children and observed learning and teaching in the pre-school classrooms and outdoors. Some teaching was observed jointly with the pre-school manager.
- Meetings were held with the manager, a range of staff, and with the registered provider.
- HMI spoke to some parents and carers and considered the pre-school review of a recent survey of parents' views.
- HMI looked at children's work and displays in classrooms and the corridor.
- HMI checked evidence of the suitability and qualifications of pre-school staff.
- HMI considered a wide range of documents including: reviews of how well the pre-school is developing; plans for the future; minutes from committee meetings; documents about the care and protection of children; evidence from a support visit by the local authority; nursery reviews of the quality of learning; plans for learning and information about children's progress.

Inspector

Tim Vaughan Her Majesty's Inspector

Inspection findings

Effectiveness of the leadership and management requires improvement

Leaders are tackling most of the key priorities for improving the pre-school and have addressed the issues raised at the previous inspection. Training and support for staff is showing some signs of helping staff in their work. However, leaders are not ensuring that all teaching is good enough for children, and an example for less qualified staff to follow. Safeguarding of children is effective. Staff and leaders know how to protect children from harm. They understand how to spot the signs of possible abuse and how to report any concerns about a child or colleague. While leaders make regular reports to the pre-school provider and committee, there is not enough review of their work to ensure that the pre-school is as good as it can be.

Quality of teaching, learning and assessment requires improvement

Over time, staff ensure that children at pre-school have access to a good range of learning opportunities. For example, children often learn about different places and people as well as the physical world around them. Parents comment positively about how much they value being encouraged to undertake the planting of vegetables at home, to extend learning from pre-school. Staff assess children carefully but their use of this information to plan activities is variable. During the times that children play, staff plan learning carefully and support children well. For example, they help children to describe and talk about different food while playing in the pretend fruit and vegetable shop. Those two-year-old children who want to explore alone or watch older children, are given good opportunities to grow in their confidence and their willingness to participate. Unfortunately, at daily group times the quality of teaching is weak. For example, staff do not tell stories well or match their explanations to the needs and abilities of the children. This limits children's learning.

Personal development, behaviour and welfare require improvement

When children arrive at pre-school each day they are keen to learn and participate. Their relationships with each member of staff are happy and friendly. Children who are upset settle quickly because staff know each child well and are supportive of their individual feelings. During the inspection, Her Majesty's Inspector noted that the behaviour of children while playing was consistently good. They cooperate well with one another and with adults. However, at group times, activities are not interesting enough to children. As a result, children's behaviour at these times is poor. Staff do not manage these situations skilfully. This means, on occasion, that children are not learning enough about how to behave.

Outcomes for children require improvement

While children's abilities are broadly typical for their age, their progress in reading, and in their ability to listen and behave is slower because of variability in the quality of teaching. Even so, children make steady progress in much of their learning at pre-school. They are learning to communicate, investigate and understand the world. They are also learning to count, sort, say the sounds that letters make, and make marks with confidence. They are able to act safely and willing to try new experiences.

Setting details

Unique reference number	306402
Local authority	Wirral
Inspection number	1022961
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	28
Number of children on roll	22
Name of provider	Holy Trinity Parochial Church Council
Date of previous inspection	26 September 2014
Telephone number	0151 334 2683

Holy Trinity Pre-School operates from dedicated rooms on the first floor of Holy Trinity Church in the Spital area of Wirral. It has been registered since 1993 on the Early Years Register. It is managed by a voluntary committee consisting of representatives from the council of Holy Trinity Church and staff from the pre-school. The pre-school is open during term time from 9.10am to 12.10pm on Monday-Friday. In addition, where there is demand, the pre-school also opens 12.45pm-3.45pm on Monday and Thursday. The pre-school provides places for children aged 2-4 years and there are 22 children currently on roll. Of these children those aged three- and four-years access free funded places. The pre-school employs five members of staff, one whom is qualified at level 2, and two of whom hold appropriate early years qualifications at level 3. The manager is a qualified teacher and holds a post-graduate degree in teaching, which is a level 7 qualification.

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