

Holy Trinity Pre-School

126 Market Street, Hoylake, WIRRAL, Merseyside, CH47 3BH



Inspection date

11 March 2016

Previous inspection date

21 March 2012

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Staff are extremely well qualified. Teaching is consistently of a very high standard. Staff successfully support and promote children's development and have very high expectations of what they can accomplish.
- Staff use their excellent knowledge of each child to provide rich, varied and imaginative experiences that inspire and motivate children to learn. Children truly relish the variety of experiences offered to them.
- Children's progress is precisely tracked. All children receive exceptional support, enabling them to reach the highest possible level of achievement.
- The strong focus on helping children to acquire language skills helps to ensure that they are excellent communicators and extremely confident. Children are exceptionally well prepared for the next stage in their learning and their move to school.
- Children demonstrate excellent emotional attachments with the staff that care for them. Staff are very caring and interact positively with all children. Children settle in quickly and develop strong friendships with staff and their peers over time.
- Partnerships with parents are excellent. Managers and staff work tirelessly to keep parents informed of children's progress and find innovative ways to enthuse them to support their learning at home. This has an excellent impact on children's progress.
- The manager uses her extensive experience and knowledge to thoroughly evaluate the quality of care and teaching in the pre-school. There is a strong commitment and relentless drive to build on the already outstanding practice.

What the setting needs to do to improve further

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

- maintain the exceptional partnership work with external agencies to fully support the care and learning of disabled children and those with special educational needs.

Inspection activities

- The inspector looked at children's assessment records and planning documentation.
- The inspector held a meeting with the manager. She checked evidence of the suitability and qualifications of staff working with children, policies, procedures and the pre-school's self-evaluation.
- The inspector spoke to both children and staff, and observed play and learning activities within the main environment and the outdoor environment.
- The inspector took into account the views of parents spoken to on the day.
- The inspector carried out a joint observation with the pre-school manager.
- The inspector had a tour of the premises.

Inspector

Alison Regan

Inspection findings

Effectiveness of the leadership and management is outstanding

Leadership of the pre-school is exceptional. Staff work effectively together as a team. This creates a welcoming, family atmosphere for children. The manager and staff fully understand and implement the requirements of the Early Years Foundation Stage and other relevant legislation. The arrangements for safeguarding are effective. The manager and staff ensure that children's safety is prioritised at all times. They have an excellent understanding of the pre-school's policies and their individual responsibilities to safeguard children. Highly effective supervision sessions, together with a firm commitment to attending training, fully support and guide the staff team to reflect upon and build on their excellent practice. This has a very positive impact on the outcomes of children.

Quality of teaching, learning and assessment is outstanding

Staff continually carry out observations and assessments of children's learning and they use the information to precisely plan for children's next steps. Staff skilfully ask questions that encourage children to solve simple problems for themselves. They skilfully deploy themselves and manoeuvre resources to support young children as they explore and investigate with increasing confidence. Disabled children and those with special educational needs flourish in this fully inclusive pre-school. Exemplary partnerships between staff and other professionals enable them to work cohesively to provide the best possible support for children. The manager is fully committed to maintaining these excellent partnerships. She is fully aware that as a joint partnership, they create a culture of support which has a positive impact on all children and their families.

Personal development, behaviour and welfare are outstanding

Excellent relationships between staff, parents and children are developed through a well planned, gradual settling-in process. Staff's superb knowledge of children is used effectively to ensure that their needs are incorporated into the day and are continually met. Children gain a superb knowledge of their local community. They enjoy regular visits to the local schools and welcome visits to the local supermarket. Behaviour is exemplary. Children work extremely well together, respecting each other and taking turns. Children have continuous access to the outdoor play area. They enjoy being active and investigating the different activities on offer. Indoors, they develop great physical agility as they relish the experience gained during yoga sessions. They learn to stretch and move their bodies in different ways.

Outcomes for children are outstanding

All children, including those in receipt of funding, such as Early Years Pupil Premium, thrive in this stimulating and fully inclusive environment. They make rapid progress from the highly accurate starting points gathered by staff when they first start at the pre-school. The manager and staff effectively track children's ongoing progress and promptly identify and address any gaps in their learning. Children develop their social skills and make independent choices within their play. They concentrate for long periods of time and listen exceptionally well to others as they speak. Overall, they make excellent progress in their learning in readiness for school.

Setting details

Unique reference number	306403
Local authority	Wirral
Inspection number	855123
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	18
Number of children on roll	18
Name of provider	Holy Trinity Pre-School Committee
Date of previous inspection	21 March 2012
Telephone number	0151 632 4153

Holy Trinity Pre-School was registered in 2001. It is managed by a parent committee. It opens from Monday to Friday during term time only. Sessions are from 8.40am to 11.40am and 12.20pm to 3.20pm. The pre-school employs four members of staff. Of these, all hold appropriate early years qualifications at level 3. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports disabled children and those with special educational needs.

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