

Holy Trinity Pre-School

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



Inspection date

27 May 2016

Previous inspection date

22 September 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children in the pre-school make good progress because teaching is good. Staff are good role models and encourage children with praise and a high level of individual attention.
- Staff are very aware of their responsibility to keep children safe and carefully help them to move safely around the premises, including up and down the stairs.
- Parents are given good information about their child's activities and progress and are encouraged to contribute information about children's learning at home.
- Children in the pre-school are interested and confident; they understand and follow sensible rules and routines and are settled and happy.
- Staff manage behaviour well and the pre-school is a calm and friendly place to be.
- The manager and staff know each child well. They are aware of what each child needs to learn next and plan accordingly.

It is not yet outstanding because:

- The manager holds regular supervision meetings and appraisals with the staff and identifies some professional development targets. However, these are not sufficiently detailed and targeted on raising the quality of teaching to ensure that they bring about the best possible improvement.
- The pre-school carries out a lengthy and conscientious process of evaluating its work overall and identifying areas for improvement. However, there are so many diffuse targets identified that it is not possible to carry them all out and evaluate their impact in a reasonable time.

What the setting needs to do to improve further

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

- improve the way in which the professional development of staff is planned and carried out, identifying more specific training needs for individual staff and focusing on improving outcomes for children
- make better use of the process of self-evaluation, in order to identify a manageable number of clear targets for improvement, work to meet them and evaluate their impact, before moving on to others.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector read written comments sent to the inspection by parents and spoke to a small selection of parents during the inspection, taking account of their views.

Inspector

Sue Ranson

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The issues raised at the last inspection have all been addressed and the manager and management committee understand their responsibilities to keep children safe and to develop the work of the pre-school. Staff are well qualified and this is reflected in the good teaching throughout the pre-school. Staff are recruited safely by the provider and have regular opportunities to discuss their work with the manager. The pre-school works with a range of other professionals, including local schools, to support individual children and ensure that they receive the best possible support where needed. The pre-school has good links with parents because of the welcoming manager and staff and as a result of the manager's organised systems. For example, she regularly shares planning documents, in order to keep parents informed about their child's activities.

Quality of teaching, learning and assessment is good

Teaching in the pre-school is good. Staff are conscientious in their approach to planning and assessment; they focus closely on the children and they know each individual child well. As a result, children enjoy their time at the pre-school and are making good progress. Children focus well on activities and are able to concentrate for reasonable periods of time on both their own chosen activities and those led by adults, such as story time. During activities, staff make good adjustments to meet the needs of the older children, who are about to start school and need more challenge, and the younger children, who are just settling into the group. Assessments of children's progress are made regularly and include a variety of lively personal observations, as well as more formal summaries. These are used well to identify the next steps in learning for each child.

Personal development, behaviour and welfare are good

Children in the pre-school are confident and happily engaged in the activities offered because staff give them a good level of caring, individual attention and support, particularly when they are settling into the group. Children behave well and are able to follow the sensible everyday routines that staff have established. Staff are careful to support children when they move on to school by inviting in the new teacher, talking about school and ensuring that children are confident about school when leaving the setting. Children in the pre-school carry out small tasks and manage their own personal needs, as appropriate to their age. Daily outdoor play helps them to stay active and staff help them to understand healthy eating, for example, through growing and eating the vegetables from the garden.

Outcomes for children are good

Children in the pre-school, including those with special educational needs and those who speak English as an additional language, make good progress, given their starting points. They are well prepared for school with a range of useful skills and they are confident and interested learners.

Setting details

Unique reference number	306402
Local authority	Wirral
Inspection number	1029284
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 5
Total number of places	24
Number of children on roll	29
Name of registered person	The Parochial Church Council of The Ecclesiastical Parish of Holy Trinity, Poulton Lancelyn
Registered person unique reference number	RP905829
Date of previous inspection	22 September 2015
Telephone number	0151 334 2683

Holy Trinity Pre-School was registered in 1993. The pre-school is open from 9.10am to 12.10pm Monday to Friday, during term times. In addition, when there is demand, the pre-school also opens 12.45pm to 3.45pm on Monday and Thursday. The pre-school employs five members of staff. The manager has qualified teacher status, two staff are qualified at level 2 and two are qualified at level 3. The pre-school provides funded early education places for children aged three and four. It supports children who have special educational needs and those who speak English as an additional language.

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 reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

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 2016

