

# Trinity Pre-School Bradley Stoke



Holy Trinity Church, Broad Croft, Bradley Stoke, Bristol, Avon, BS32 0BD

<b>Inspection date</b>	29 September 2016
Previous inspection date	3 December 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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

- Partnerships with parents are good. Parents share information about their children and are kept well informed about their children's progress. Consequently, they are able to support their children towards their next steps in learning.
- An effective key-person system is in place. Staff are kind, caring and respond positively to children. They provide a welcoming and supportive environment for families. Children feel welcome and show that they are happy, confident learners. They form strong bonds with staff and settle quickly in the pre-school.
- Staff use precise assessments of children to provide activities and opportunities that help each child progress to their next steps in learning. The manager identifies any emerging gaps in learning and provides any required support. Gaps for children with additional needs, including those who speak English as an additional language, are closing.
- The manager monitors and supports staff's performance through regular supervision and daily staff meetings. She works with staff to identify professional development opportunities and training to improve their practice.

### It is not yet outstanding because:

- Staff miss opportunities as they interact to encourage children to explore their own ideas and develop their thinking skills during their play.
- Staff do not enable children to assess risks for themselves and consider the possible consequences of their actions, to develop their understanding of keeping safe.

## What the setting needs to do to improve further

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

- improve staff interactions further to encourage children to explore their own ideas and develop their thinking skills
- provide more opportunities for children to assess risks for themselves to develop their understanding of how to keep themselves safe.

### Inspection activities

- The inspector observed the children and staff taking part in a variety of indoor and outdoor activities.
- The inspector talked with staff and observed their teaching, including a joint observation with the manager.
- The inspector interviewed the manager.
- The inspector sampled documentation, including children's progress records and safeguarding.
- The inspector talked with some parents and took into account their views.

### Inspector

Rebecca Martin

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. All staff have recently completed safeguarding training. They have a good understanding of child protection issues, including the procedures for reporting these to protect children from harm. The manager and staff implement thorough risk assessments to keep children safe at all times. The newly appointed manager monitors the learning and development of children well. She tracks different groups of children to identify where children need additional support. The quality of teaching and children's learning is consistently good. The manager and staff evaluate their practice well. They consider the views of parents and children to make ongoing improvements to the quality of their provision.

### Quality of teaching, learning and assessment is good

Staff gather information about children's learning and development from parents before they start at the setting. This enables them to meet children's learning and care needs from the outset. Children are motivated and keen to learn. They show curiosity and independence in their play. For example, they investigate which objects will slide down a tube and which will not. Staff support children's communication well. For example, they speak clearly and use pictures to help children to increase their understanding, including those children who speak English as an additional language. Children join in songs and rhymes with enthusiasm, copying the actions and learning new words.

### Personal development, behaviour and welfare are good

Children show kindness, consideration and respect towards each other. They work well together, taking turns and sharing. Staff encourage good behaviour well. For example, they use gentle prompting and picture clues to remind children of expected behaviour. Children respond positively to reminders and their behaviour is consistently good. Children learn to appreciate the different cultures of the children who attend the setting. For example, parents visit the pre-school and share traditional stories and clothes from their cultures with the children. Staff support the health and personal development of children. For example, children help to prepare snacks and learn about healthy foods. Children have plenty of opportunities to play and benefit from physical exercise outdoors. They are extremely independent and help with nursery routines, such as collecting their own plates at lunch and snack times and clearing away toys at tidy-up time.

### Outcomes for children are good

Children develop the skills needed for their next stages of development, including starting school. They learn to enjoy stories and they describe pictures in the story and make their own suggestions about what will happen next. Children benefit from regular sessions on the adjoining school site and visits from the Reception teacher before starting school.

## Setting details

<b>Unique reference number</b>	136109
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	1061400
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	32
<b>Number of children on roll</b>	49
<b>Name of registered person</b>	Trinity Pre-School Bradley Stoke Committee
<b>Registered person unique reference number</b>	RP522031
<b>Date of previous inspection</b>	3 December 2013
<b>Telephone number</b>	07726 952380

Trinity Pre-School Bradley Stoke registered in 1990 and is managed by a voluntary committee. The pre-school is open Monday to Friday from 9am until 3pm, term time only. The pre-school receives funding to provide free early education for children aged two, three and four years. The pre-school employs eight members of staff, seven of whom work directly with children. The manager holds a relevant qualification at level 4. Two members of staff have degrees in education, and two other members of staff hold qualifications at level 2 and level 3. The pre-school is supported by a part-time administrator.

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