

# Holy Trinity Pre-school

Holy Trinity Community Centre, London Road, Newcastle under Lyme, ST5 1LQ



<b>Inspection date</b>	9 November 2017
Previous inspection date	18 November 2014

<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

- The quality of teaching is very good. Interactions between well-qualified staff and children are used effectively to promote all areas of children's development. Staff use their knowledge of each child to provide challenging learning experiences that support next steps for learning and interests.
- An effective key-person system ensures that children form close relationships with staff. Staff have an excellent understanding of children's individual needs. They work closely with parents to ensure children's care and education needs are met.
- Robust monitoring and tracking of children's development ensures gaps are identified quickly. The management team works closely with children's key workers to ensure targeted interventions are planned effectively. Consequently, children make rapid progress.
- Thorough self-evaluation shows a commitment to continually making improvements to help children achieve good outcomes. The manager monitors the quality of teaching closely to ensure it is consistently of a very-good standard.

### It is not yet outstanding because:

- Information gathered from parents on entry to the setting is not thorough enough to reflect the skills and abilities children already have.
- Staff do not make the most of every opportunity to develop children's understanding of healthy foods and lifestyles.

## What the setting needs to do to improve further

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

- gather more in-depth information from parents, so that children have access to learning experiences that build upon what they can already do and know from the start
- increase the opportunities children have to develop their understanding of healthy foods and lifestyles.

### 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 pre-school manager.
- The inspector held a meeting with the pre-school manager and chair of the committee.
- The inspector looked at relevant documentation, such as children's developmental records and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

### Inspector

Lynsey Hurst

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff are clear about their role in protecting children from harm. They know how to identify possible signs that may cause concern and are fully aware of what to do should they have any concerns about children's welfare. Regular training and continuing professional development opportunities support staff in developing new skills and improving the outcomes for children. Partnerships with the local school are strong. The manager and the school's early years leader work together to monitor the progress of children who have recently moved on to school to evaluate the impact the setting has had on their learning and development. This helps to identify gaps in the teaching and learning within the pre-school, so that improvements can be made to learning opportunities available for the children.

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

Staff have a very-good understanding of how children learn and provide them with enjoyable experiences that ignite their passion for learning. They support children's early literacy and mathematical skills extremely well. Daily circle-time activities build children's knowledge of letters and the sounds they make, counting forwards and backwards and introduces children to 2D and 3D shapes. Pre-school children can identify cones and cubes. Staff are excellent role models for developing children's play and language skills. They constantly talk to the children about what they are doing and use questions to challenge children's knowledge. For example, they ask children, which play figure will fit into the houses they've made or what the differences are between the different animals they have. Staff adapt their questioning skills to suit the different abilities of the children.

### Personal development, behaviour and welfare are good

Children's independence and self-care skills are promoted well. For example, children serve themselves drinks and cut up fruit at snack times. They manage their personal hygiene needs appropriately for their age. Art and craft resources are freely available, so that children can explore and extend their creativity independently. Overall, daily opportunities to be active in the outdoor areas helps to promote their good health and physical well-being. Children are developing a good understanding of how to manage risks independently. They use and are aware of why they need personal safety equipment, such as goggles, when using hammers to crack open a 'dinosaur' egg.

### Outcomes for children are good

Children make rapid progress in their learning from their starting points, including those who access the setting on a funded place. Additional funding is used effectively to ensure individual children are prepared and motivated to learn each day. Children are well-behaved and well-mannered. Pre-school children are prepared for the move on to school. They can write their names independently, are aware of the days of the week and can identify familiar words from their initial sounds. Children concentrate for significant periods of time and fully engage in activities.

## Setting details

<b>Unique reference number</b>	218163
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	1103187
<b>Type of provision</b>	Sessional 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 - 5
<b>Total number of places</b>	20
<b>Number of children on roll</b>	10
<b>Name of registered person</b>	Holy Trinity Pre-School (Newcastle-Under-Lyme) Committee
<b>Registered person unique reference number</b>	RP520147
<b>Date of previous inspection</b>	18 November 2014
<b>Telephone number</b>	07508756120

Holy Trinity Pre-school registered in 1992. The pre-school employs five members of childcare staff. Of these, three hold appropriate early years qualifications to level 3 and two have level 6 qualifications. The pre-school opens from Monday to Friday term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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