

# New Trinity Pre-School

Trinity Primary School, Vicarage Road, Henley-on-Thames, Oxfordshire, RG9 1HJ



## Inspection date

2 May 2018

Previous inspection date

19 November 2014

The quality and standards of the early years provision	This inspection:	Good	2
	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 manager leads a dedicated staff team that works hard to improve outcomes for children. All children make good progress from their starting points.
- Staff observe and check children's ongoing progress regularly and purposefully plan for their next steps in learning, to support children's development.
- Children are enthusiastic learners who are keen to explore and investigate. The stimulating and welcoming environment supports children's independence and learning.
- Staff are sensitive, caring and value children as unique individuals. Children establish secure attachments with staff from the start. They separate from their parents and are very happy throughout the day.
- The committee, manager and staff regularly reflect on the experiences provided for the children and their families. They set clear priorities for future improvements and demonstrate a strong commitment to promoting a good-quality provision.
- Partnership with parents is good. Parents share very positive views about the pre-school. They value the ongoing feedback and continuous information they receive about their children's progress.

### It is not yet outstanding because:

- Staff miss some opportunities to develop children's counting skills.
- On occasions, some staff do not make the most of their interactions with children to consistently challenge and maximise children's learning further.

## What the setting needs to do to improve further

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

- maximise opportunities for children to practise their developing counting skills
- make the most of staff interactions with children to offer even further challenge in their learning.

### 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 spoke to a number of parents during the inspection and took account of their views through written questionnaires.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager and a committee member and looked at relevant documentation, including their self-evaluation document.
- The inspector spoke with staff and children during the inspection.

### Inspector

Amanda Perkin

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff have a good knowledge of safeguarding issues, including recent guidance. They know the procedures to follow if they have concerns about a child or a colleague. The manager is passionate and dedicated, and displays a commitment to continually reflect on the service provided. She values the views of everyone connected to the pre-school to continuously support children and to help identify areas to improve. Recent training has increased staff knowledge on strategies to support children's communication development through role play. Staff work in good partnership with other provisions, such as schools and early years settings, to support continuity of care.

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

The manager monitors children's development well, to help ensure they are making good progress in their learning and development. This enables her to secure any intervention required at the earliest stage, to help it swiftly meet children's individual needs. Staff have a strong focus on helping children develop strong communication and language skills. For example, they comment on what children are doing, help them learn new words and play listening games. Children enjoy joining in with songs and show good levels of confidence in speaking, including those who speak English as an additional language. Staff provide many opportunities for children to learn about shape, space and measure. For example, they talk to children about the concept of size when moulding dough and discuss 'full' and 'empty' when children transport water outside.

### Personal development, behaviour and welfare are good

The well-established, enthusiastic staff team creates a warm and welcoming atmosphere where children and parents feel at ease. Children are well-mannered, kind to one another and show good levels of confidence. Staff teach children about good health and physical well-being. Children are provided with opportunities for daily exercise and practise good hygiene practices during toileting and handwashing. Regular free-flow access to the outdoor learning environment helps ensure that those children who prefer to learn outside have plenty of opportunities to enhance their skills. For example, children enjoy painting the shed and windows with water, riding tricycles and scooters, and digging in the sand. They also use their imaginations well as they dress up as superheroes.

### Outcomes for children are good

Children make good progress from their starting points. Children work well together to tidy up after activities and independently access their coats to go outside. They develop skills in readiness for writing, such as drawing and painting to strengthen their hand muscles. They use tools, such as cutters and rolling pins, with increasing skill. Older children recognise and can write their own name. Children are successfully acquiring some of the key skills they need to move on to their next stage of learning or school.

## Setting details

<b>Unique reference number</b>	133686
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	1070260
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	32
<b>Name of registered person</b>	Trinity Pre-School Committee
<b>Registered person unique reference number</b>	RP519641
<b>Date of previous inspection</b>	19 November 2014
<b>Telephone number</b>	01491 574 742

New Trinity Pre-School registered in 1985 and is located in the grounds of Trinity Church of England Primary School, in the centre of Henley-on-Thames. The pre-school is a committee-run group and receives funding to provide early education for children aged two, three and four years. The pre-school opens five days a week during school term times, with various sessions between 8.45am and 3pm. The pre-school employs four staff, all of whom hold relevant early years qualifications at level 3.

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