

Inspection of Holy Trinity Pre-School

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

Inspection date: 9 September 2019

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are happy, confident and keen to access the range of resources on offer. They remain engaged in their play for long periods of time. They behave well and staff are particularly sensitive when dealing with new children who are settling in. Staff help younger children to learn about sharing and taking turns. Higher than required staffing ratios enable children to have more support and attention from staff.

Children feel safe and secure. They have visits from a railway guard and discuss train and road safety as part of a theme looking at how to keep themselves safe. Older children are encouraged to be independent. They beam with pride as they successfully put on their coats before going out to play. They tidy up the bricks eagerly, unprompted by staff.

The manager and staff provide a well-thought-through curriculum that builds on children's interests and what children already know and can do. They have high expectations of what individual children can achieve and aim to equip children with a range of key skills to be ready for school. Older children learn how to form recognisable letters as they start to write their name. They begin to become familiar with the meaning of words as they find their name on arrival on their coat peg and drawer.

What does the early years setting do well and what does it need to do better?

- Children enjoy playing in the refurbished outdoor area. They learn to balance as they step on the blocks and test their coordination skills as they ride the wheeled toys. Children use magnifying glasses to hunt for bugs and watch with interest as they find spiders and wood lice behind the wooden plank. They plant vegetables and tend and nurture these, so learning to care for living things.
- Staff interact well with children and respond well to their needs. Children look at the different colours of objects in the home area and count the number of people present at circle time. However, staff do not always adapt their teaching to challenge older children at the highest level. For example, older children easily name the different colours and can count confidently how many people are present.
- Partnerships with parents and carers are good. Staff offer 'wow' sheets to parents so they can record children's achievements at home. They invite parents' views. Many parents comment on staff's friendliness and how they feel they can approach staff to talk with them if they have any issues. Staff offer curriculum sheets to parents so they are aware of the focus of the week. This helps parents to complement and build on what children are learning at pre-school. Staff also encourage parents to read with children to develop their

enjoyment of books.

- Staff are sensitive in dealing with children, particularly those who are new to the pre-school and settling in. They help younger children to begin to manage their own strong feelings and emotions. However, younger children become a little unsettled at times of change. For example, staff do not give clear enough explanations about what is happening next as children move from one room to another or get their coats on to go outdoors.
- Staff feel well supported by the manager and are given time to access training courses. They take part in supervision sessions regularly where training needs are identified. Staff have attended a speech and language course as the manager found that staff were asking children too many questions. Information gained from the course helped staff to talk to children and extend their language without asking too many questions. Staff are now able to support children's early language development effectively.
- Older children gain the key skills needed to be ready and confident for school. They enjoy singing familiar songs and rhymes and count to seven as they clap their hands. They begin to recognise numerals as they watch the manager record numbers on the white board.
- Staff offer healthy food options at snack time and consider the dietary needs of individual children. Children gain a sense of responsibility as they offer a plate of fruit to their peers.
- Staff work well with outside agencies. They have attended specific training to enable them, in consultation with parents, to screen children so they can make a referral to the speech and language therapist, if needed. This helps to close any gaps in children's communication and language skills swiftly.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good knowledge of child protection and the signs to be concerned about in relation to children's welfare. They know what procedures to follow if they are worried. Staff complete regular safeguarding training to help to ensure that their knowledge is kept up to date. At staff meetings, they are given safeguarding scenarios to help them to test out what they would do in certain situations and to keep their knowledge current.

What does the setting need to do to improve?

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

- support staff more effectively to extend older children's learning at the highest level
- provide clear explanations to children about what is happening next so children know what to expect, particularly at times of transition.

Setting details

Unique reference number	306402
Local authority	Wirral
Inspection number	10066948
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 to 5
Total number of places	28
Number of children on roll	21
Name of registered person	The Parochial Church Council of The Ecclesiastical Parish of Holy Trinity, Poulton Lancelyn
Registered person unique reference number	RP905829
Telephone number	0151 334 2683
Date of previous inspection	27 May 2016

Information about this early years setting

Holy Trinity Pre-School registered in 1993. The pre-school is open from 9.10am to 12.10pm Monday to Friday, during term time. In addition, when there is demand, it also opens from 12.45pm to 3.45pm on Monday and Thursday. The pre-school employs five members of staff. The manager holds qualified teacher status, one staff member holds a qualification at level 4, one staff member holds a qualification at level 2 and two are qualified at level 3. The pre-school provides funded early education places for children aged three and four years.

Information about this inspection

Inspector

Kathryn Dorrington

Inspection activities

- The inspector and the manager completed a learning walk in the pre-school to gain an understanding of how this early years provision and the curriculum are organised.
- A joint observation was carried out by the inspector and the manager.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection.
- Some documents were looked at. This included evidence of staff suitability and training.
- The inspector and the manager discussed the management of the pre-school.

We carried out this inspection 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, 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 <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019