

Inspection of Trinity Pre-School Fareham

Methodist Church, Kings Road, FAREHAM, Hampshire PO16 0NU

Inspection date:

19 January 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision requires improvement

Children confidently enter Trinity Pre-school in the morning. They know what is expected of them and independently sort out where to store their lunches, snacks and coats. Children listen to instructions from staff and carry out their requests when asked, such as to help tidy away. Children show that they feel safe in the staff's care. They approach staff for reassurance and to share their play.

Children are well behaved and demonstrate positive attitudes to staff and each other. They play cooperatively, for example, as they explore the role-play hospital area set up by staff. Children benefit from staff who are willing to join in with their play. However, children are not consistently able to lead their own play. Daily routines interfere with the time that children have to get deeply engaged in their play and learning. Children do not have the support they need to achieve well.

Children do not have consistent approaches from staff to support their growing independence. At times, staff complete tasks for children that they could manage themselves. This does not help children to learn the skills they need for the next stage in their education.

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

- Most staff have a clear understanding of what they want children to learn during their time at the pre-school. However, they do not fully know how to support children's learning and development. The implementation of the curriculum is variable. At times, the activities planned lack clarity and staff do not ensure that children have meaningful interactions to support their learning consistently.
- Staff have the opportunity to attend regular training to help develop their skills and knowledge. This, however, has not been effective in ensuring that staff can deliver consistently good-quality teaching and learning experiences for children.
- Children have experiences, such as song and story time, to help develop their communication skills. However, staff are unable to adapt group-led activities to the needs of the children. Younger children, in particular, are disengaged during group activities. The support children have for their learning is not consistently good enough.
- Leaders and managers have not fully understood what to notify Ofsted of, or when. This does not have a negative impact on the care of children. However, failure to notify Ofsted of significant events in a timely manner is a breach of the statutory requirements.
- Children enjoy exploring paint. They confidently pour and mix paint, discovering how to change colours. Staff support children to investigate the different marks they can make with a variety of objects and tools. Children engage well and are curious learners.

- Staff, at times, do not consistently help children to understand their feelings and emotions, such as when children become upset during song time with puppets. Overall, children behave very well. They are confident and tell the inspector what they like about the pre-school. For example, they say that the 'red scissors are awesome'.
- Staff help children to develop their physical development through a variety of activities. Children paint the walls outdoors, stretching up high and copying the marks that staff make. They enjoy playing with dough, making shapes, cutting with scissors and moulding it around dinosaurs. Children are developing and practising a range of skills as they play.
- Staff support children to explore the different sounds they can make with beaters. Children use the fences, walls, cushions and drums to make noises. Staff challenge children to play 'loud' and 'quiet' sounds. Children learn to listen carefully to what staff say and the sounds they make.
- The manager has systems in place to reflect on the setting and the experiences the staff offer to support children's learning. She makes plans to help develop the staff's quality of practice and the opportunities they provide to children at the setting. However, these plans have not been effective in ensuring that the quality of the setting is consistently good.

Safeguarding

The arrangements for safeguarding are effective.

Staff know their role is to promote children's well-being at all times. They understand what signs may concern them about children's welfare. Staff know the process to follow if they need to refer any concerns on further. They know the procedures to take if they have concerns about another member of staff. The manager ensures that all staff receive regular training to keep their safeguarding knowledge current. Staff carry out daily risk assessments to identify and minimise hazards to children in the learning environment. They supervise children effectively to help keep them safe.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that staff training and development are effective so that they have the skills, knowledge and capability to fully understand how to support children's learning to a consistently good level	19/03/2022

ensure that Ofsted is informed of any changes or significant events within 14 days.	05/03/2022
---	------------

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

- review children's daily routine to provide more opportunities for them to choose and lead their own play, to develop their imaginations and independence further.

Setting details

Unique reference number	EY436787
Local authority	Hampshire
Inspection number	10128750
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	3 to 4
Total number of places	50
Number of children on roll	19
Name of registered person	Trinity Pre-School Fareham
Registered person unique reference number	RP910837
Telephone number	01329 608 090
Date of previous inspection	14 April 2016

Information about this early years setting

Trinity Pre-School Fareham registered in 2011. It is located in Fareham, Hampshire. The pre-school operates during term time only. It is open Monday to Wednesday from 8.30am to 2.45pm, Thursday from 8.30am to 12.30pm, and Friday from 9am to 12.30pm. There are seven members of staff, all of whom have relevant early years qualifications at level 3. The manager is qualified at level 5. The pre-school receives funding to provide free early education for children aged three and four years.

Information about this inspection

Inspector

Emma Dean

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken this into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what they intend for the children to learn.
- The inspector observed the quality of education being provided indoors and outside, and assessed the impact this was having on children's learning.
- The inspector completed a joint observation with the manager.
- A meeting was held between the inspector and manager. The inspector looked at relevant documentation and saw evidence of the suitability of staff.
- Parents shared their views of the setting with the inspector.

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 2022