

# Inspection of Trinity Pre-School Bradley Stoke

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

---

Inspection date: 27 June 2022

**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 enter the pre-school excited and eager to learn. They happily say goodbye to their parents and carers as they are greeted by their friends and staff. Children form positive relationships with key persons, which helps them to feel safe and secure. Staff provide the children with a wide range of activities aimed at sparking their curiosity and interest. For example, children explore dinosaurs frozen in ice. They use spoons to break up the ice and free the dinosaurs. This supports children to develop the key muscles needed for developing writing skills. The children love to learn about nature. In the garden, they lift logs and stones to find different bugs and mini-beasts. They use magnifying glasses and collection pots to look closer at what they have found. Children understand how to handle things with care. They know that once they have finished looking at the creatures they must put them somewhere safe. For example, the children find a snail. They use magnifying glasses to notice the different parts of the snail. The children discuss how the snail is stretching out of its shell. They decide the snail might be feeling scared and decide to find it a safe place to rest. The children work together to find the snail a new home.

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

- The managers and staff follow a child-led approach to children's learning and development. Children make choices on what they would like to learn. Staff use open-ended questions during play to gain an understanding of what children already know. They further extend children's knowledge through meaningful interactions. For example, children become excited as they plant flowers. They make links to plants at home and understand that they need water to grow. Staff show the children the roots of the plant. They explain to the children that the roots drink up the water from the soil. The children know to be careful not to break the root when potting their flowers or they might die.
- Children behave well. They listen to each other and share ideas when in a group. The children follow each other around, calling their friends to join in with their play. They show they are confident communicators as they engage in conversations with staff and visitors. For example, children tell staff and visitors about their favourite things to play and do at the pre-school, for example, 'We like making hot chocolate in the mud kitchen and reading books'.
- Staff understand the importance of children developing a love of literacy. They provide children with a lending library, with a range of books to take home. The staff ensure children have access to books in all areas of the pre-school. They use the books to support children learning or to spark new play ideas. However, during story time, staff struggle to keep children interested and engaged. This impacts the learning experiences of other children.
- Children learn about cultures and languages represented by children who attend.

The staff ask parents about their culture and beliefs, which supports them in celebrating special events. The children share with their friends where they are from by placing their faces on a map. At mealtimes, the children talk about what food they have brought and notice the differences.

- Partnerships with parents are good. Parents praise the setting for their continued work and dedication. Those whose children have special educational needs state that the manager has gone above and beyond to support their children. Parents state that their children make good progress in the pre-school. The staff give parents regular updates on their children's development and changes to policies.
- Staff prepare the older children for their move to school. These children show interest in sharing books and writing their names. They demonstrate increasing independence when changing into their outdoor clothing, and they love the responsibility of taking on jobs, such as sweeping up after play. However, when it is time to tidy up or to go inside for story time, children are not given time to prepare for this transition or finish what they are doing. They become confused and struggle to follow instructions given by staff.
- The pre-school has a strong focus on self-evaluation. Staff work together to regularly evaluate what activities and resources have worked well. If an activity is not accessed by children, staff think about how they could adapt it to better meet the needs and interests of the children. Staff feel valued and praise the management team for their support during difficult times.

## **Safeguarding**

The arrangements for safeguarding are effective.

Safeguarding is of the highest priority in this pre-school. All staff are well trained and understand their roles and responsibilities in keeping children safe from harm. They understand the reporting procedures they must follow if they are concerned about the welfare of a child, or the conduct of other staff members. The managers show knowledge of local safeguarding concerns. They have extensive knowledge and understanding of all safeguarding risks, such as female genital mutilation, 'Prevent' duty and county lines. The staff conduct daily risk assessments to ensure the environment is safe before welcoming children into the pre-school space.

## **What does the setting need to do to improve?**

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

- further support children's concentration and engagement, particularly during whole-group times
- support staff to plan transitions between activities more effectively, to allow children more time to prepare for what happens next and to help them understand and follow routines more effectively.

## Setting details

<b>Unique reference number</b>	136109
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	10234181
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	46
<b>Name of registered person</b>	Trinty Pre-School Bradley Stoke Committee
<b>Registered person unique reference number</b>	RP522031
<b>Telephone number</b>	07706 652460
<b>Date of previous inspection</b>	29 September 2016

## Information about this early years setting

Trinity Pre-School Bradley Stoke registered in 1990 and is managed by a voluntary committee. It opens Monday to Friday from 9am until 3pm during term time only. The pre-school receives funding to provide free early education for children aged two, three and four years. It employs seven members of staff, six of whom work directly with children. The two managers hold a relevant qualification at level 3, and three staff hold a level 2 qualification or above.

## Information about this inspection

### Inspector

Louise Phillips

## 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 that into account in their evaluation of the provider.
- The inspector and the manager completed a learning walk and discussed the provision and the curriculum.
- The inspector observed the quality of teaching during both indoor and outdoor play, and assessed the impact this has on children's learning.
- The inspector spoke with staff at appropriate times throughout the inspection and completed a joint observation with one of the managers.
- The inspector held a meeting with both managers to discuss how they self-evaluate the provision.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the setting.
- The inspector spoke to several parents during the inspection and took account of written testimonials.
- Children spoke and engaged with the inspector during the inspection.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022