

# Inspection of Holy Trinity C Of E Primary Preschool

Holy Trinity Church of England Primary School, Beechwood Road, London E8 3DY

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Inspection date: 28 September 2022

**Overall effectiveness** **Good**

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The quality of education

**Good**

Behaviour and attitudes

**Outstanding**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous  
inspection

Outstanding

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are extremely happy in this nurturing, stimulating environment. Staff demonstrate high energy levels, and children show an enthusiasm for their learning. Staff carefully plan real and meaningful experiences for children. For example, children squeeze, taste and smell oranges. They collect the juice into measuring jugs and taste it using small spoons. This helps to develop their physical and mathematical development.

The key-person system is highly effective, and children quickly form secure bonds with staff. Staff sing to children, give them cuddles, follow their interests and work closely with parents. This results in children feeling emotionally secure. Parents receive daily communication from staff and feel fully involved in their children's learning. Parents feel comforted, supported and reassured by the staff, demonstrating that communication is good. Parents of children with special educational needs and/or disabilities feel particularly supported within the area of their children's speech and language development.

Staff make effective use of their observations when planning children's next steps in learning. They understand what children can do and need to learn next. Babies use their fingers to paint and create a large picture of a caterpillar. Older children paint on cellophane and use large chinks to make marks. Staff place a strong focus on children's fine- and gross-motor physical development to support children's next steps in writing.

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

- Children approach all activities with a positive attitude and high levels of curiosity. They share and cooperate with one another and are eager to join in. For example, during a music session, children take turns in selecting a song to sing. They self-select musical instruments and offer instruments to their friends to join in. This demonstrates their respect for one another and a positive attitude towards their play and learning.
- Staff share stories to further support children's language development. They promote children's love for reading throughout the nursery. Children have access to high-quality texts, indoors and outdoors. Staff read stories with enthusiasm. They bring stories to life by modelling actions, giving children time to listen and pausing for children to join in. Staff ask questions to check children's understanding. For example, during a story about a bear hunt, children look for mud on their shoes as they 'squelch' through the mud. This brings the story to life for children and develops their imaginative skills further.
- Staff make purposeful interactions with children and encourage them to take appropriate risks and challenges as they play. For example, when younger

children are highly motivated and eager to climb the challenging playground equipment in the large garden, staff encourage them to 'give it a go'. Children consistently try hard when they encounter difficulties, and staff offer high praise when these have been overcome. This gives children confidence in approaching new learning opportunities with positivity.

- Staff give careful consideration to the layout of the nursery. Older children have a free-flow system into the garden, while babies have low-level furniture so that they can pull themselves up. Staff ensure that babies have adequate floor space, providing opportunities to negotiate space. Staff encourage children to take appropriate risks and challenges as they play. For example, children shuffle down large grass banks, climb through tunnels and climb stairs. This allows children to be confident and develop their core strength and physical development.
- Children enjoy mealtimes. Babies feed themselves with spoons, and staff model using cutlery for older children. However, children are not given further opportunities to develop their independence and fine motor skills. For example, staff do not consistently encourage children to help themselves to drinks and peel and serve themselves fruit. Staff do not provide consistent opportunities to discuss healthy choices at mealtimes with children to develop their personal development.
- Managers are highly skilled and have high expectations. Their clear vision for improvement focuses on developing high-quality interactions with children and further supporting children's speech and language skills. Managers show their passion for developing staff and improving outcomes for children. They make excellent use of external agencies to ensure that all children's needs are met.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have robust procedures in place for dealing with and reporting on accidents and incidents. They carry out regular risk assessments. Parents and children are educated about staying safe digitally. All staff understand the signs of when a child may be at risk. They understand their responsibilities in reporting any concerns which they may have. Staff are aware of how to report an allegation against a member of staff. Staff discuss safeguarding regularly and complete regular training to ensure that their knowledge is kept up to date.

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

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

- develop children's independence further, especially around mealtimes for older children, and take opportunities to talk to about healthy choices.

## Setting details

<b>Unique reference number</b>	EY484249
<b>Local authority</b>	Hackney
<b>Inspection number</b>	10233954
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 2
<b>Total number of places</b>	25
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Holy Trinity Church Of England Primary School Governing Body
<b>Registered person unique reference number</b>	RP908331
<b>Telephone number</b>	0207 254 1010
<b>Date of previous inspection</b>	3 October 2016

## Information about this early years setting

Holy Trinity C Of E Primary Preschool registered in 2014 and is located in the London Borough of Hackney. The setting operates all year round, from 8am to 6pm, Monday to Friday. It provides early funded education for children aged two years. The setting employs 10 members of staff, four of whom hold a suitable early years qualifications at level 3. The headteacher and early years lead hold level 6 qualifications.

## Information about this inspection

### Inspector

Penny Harman

## 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.
- Parents shared their views of the setting with the inspector.
- The management team and inspector conducted a learning walk together and discussed how the curriculum had been implemented and the impact on children's learning.
- Children spoke to and communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of a communication and language activity with the management team.
- The inspector spoke to a range of staff and the manager about how the setting meets the needs of all children.
- The inspector spoke to all staff about safeguarding policies and procedures.
- The manager provided the inspector with a sample of key documentation on request.

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.

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