

Inspection of Trentham Pre-School

40 New Inn Lane, Stoke-on-Trent, Staffordshire ST4 8EX

Inspection date: 7 February 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children enjoy coming to the pre-school. There is a wide range of activities and resources set out in line with their interests to ignite their curiosity for exploring and learning. Children separate with ease from parents at the door. For those children who find it more difficult, their key-worker comes to collect them or the parent comes in. Lots of cuddles and reassurance is given by staff who are caring and nurturing. Children are taken to their favourite toys to help them settle. This helps children feel safe and secure. Children enjoy scooping and pouring sand and making sandcastles. They weigh bear-shaped pasta on the scales, and investigate how much they need to make it lighter or heavier. Children practise their small-muscle skills as they roll and squash play dough. At a table with letters, some children confidently name them while others practise writing and copying them with pencils.

Children love books. They bring books to staff and the inspector to read to them. Other children enjoy singing and indicate they want to sing their favourite song, 'row your boat'. Outdoors, children have access to a large secure play area. They enjoy throwing balls into basketball nets. Children use their large-muscle skills as they enjoy pedalling bicycles or using their feet to push themselves inside toy cars.

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

- The provider delivers a varied curriculum which centres around what skills children need to be successful learners. Children are gaining the skills ready for their next stage of learning and eventual move to school. They learn to be independent. Children fetch their own coats and shoes and dress themselves. At snack time children choose whether they would like water or milk, and pour drinks for themselves. Children sit at circle time, listen attentively to discussions and are able to follow instructions.
- Children with special educational needs and/or disabilities are well supported. Staff's knowledge of children is excellent. They use children's interests to plan intensive interactions and activities to help support them to access the curriculum. For example, children who find it hard manage change and go outdoors have sensory bags attached to doors. When playing and engaged in these bags, staff open the doors which allows children to step outdoors while still playing. Good partnerships with other agencies ensure each child's care is tailored to meet their individual needs. This ensures children make the best possible progress they can.
- A strong focus is placed on communication and language. Staff use a local authority initiative to screen all children to assess their progress with speaking. Appropriate referrals to external services are made when required, to help support those children who may be behind in their language development. Staff

ask lots of questions which require children to become critical thinkers and respond in more words. Children are exposed to a rich vocabulary. When playing with coloured rice, staff hold it and let it trickle down onto the tray. They talk about the 'pitter patter' of the sound it makes. Children are asked to describe the sound themselves and what it feels like.

- Children engage well in their play and demonstrate high levels of concentration at their chosen activity. On the whole children behave well. However, at times, some children display great dissatisfaction when others touch or take something from the activity. Children struggle at times to manage their emotions and have the occasional outburst of being upset and angry. Staff intervene appropriately and remind children about sharing and not just taking. However, this is not always effective.
- Children learn the importance of good hygiene practices. They wash their hands after playing outdoors and before snack and lunch. The pre-school offers free toothbrushes and toothpaste, as they understand oral health is important to a children's overall well-being and care.
- Parents comment they are extremely happy with the pre-school, and that the staff are very friendly and experienced. They value the support they receive, in particular parents evenings, where they receive a full update on the progress their children are making. However, the provider could do more to support parents. There is a lending library and activity packs on offer, but as parents do not come into the setting on a daily basis, this is not accessed.
- Staff report high levels of staff morale. They say they work well together and appreciate the access to training they are offered to help them continually update their professional development. The manager completes regular supervisions and successfully evaluates the provision with her staff. This ensures that the quality of teaching is consistently good.

Safeguarding

The arrangements for safeguarding are effective.

The premises are safe and secure. Effective risk assessments ensure safety for both children and staff. The manager and staff attend regular training on safeguarding which ensures their knowledge and understanding is kept up to date. They are aware of the procedures to follow to report concerns about children in their care. Staff take time to get to know the children along with their families, this helps them to understand family dynamics and provide support if needed. Staff undertake appropriate training in paediatric first aid and can respond appropriately to any emergency.

What does the setting need to do to improve?

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

- strengthen the already good partnership with parents to support them in their child's learning home at, including fostering a love of reading so children make even more progress
- support staff to consider new strategies to help children manage their feelings and emotions, so they learn to recognise the impact their behaviour has on others.

Setting details

Unique reference number	224730
Local authority	Stoke-on-Trent
Inspection number	10264889
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	39
Name of registered person	Trentham Pre-School Committee
Registered person unique reference number	RP522953
Telephone number	01782 642352
Date of previous inspection	29 June 2017

Information about this early years setting

Trentham Pre-School registered in 2001. The pre-school employs six members of childcare staff, of whom one holds an appropriate early years qualification at level 6, one at level 5 and four staff hold appropriate early years qualification at level 3. The pre-school opens from Monday to Friday, during term time only. Sessions are from 8.15am until 4.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Johanna Holt

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 setting.
- The manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- Staff spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- Parents shared their views of the pre-school with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in 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.

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