

# Inspection of New Trinity Pre-School

Trinity Primary School, Vicarage Road, HENLEY-ON-THAMES, Oxfordshire RG9 1HJ

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Inspection date: 12 March 2024

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 arrive happy and confidently leave their parents and carers at the door. Staff provide a warm welcome and children enjoy their time at the pre-school. Children demonstrate that they feel safe and have a good sense of belonging as they talk about their morning to members of staff. Staff know the children and families well. This helps children to quickly settle in this friendly pre-school.

Staff plan a highly ambitious curriculum that focuses on children's communication and social skills. Staff are skilful as they introduce new vocabulary in children's creative play. Children enjoy using a range of textures, tools, and materials in imaginative ways. For example, they create pictures using chalk, paint, and pencils. Children concentrate as they draw beetles for their spring weather board. They carefully cut out their shapes and glue them on card. Children are proud to display their creations in the pre-school. Staff recognise the importance of children returning to their creations. This allows children to fully consolidate their learning.

Staff have high expectations of children's behaviour. They are positive role models. Staff gently remind children to use their manners, and give them time to negotiate sharing resources. This helps children to manage their behaviour and develop kind friendships. Children's behaviour is good; they treat each other with consideration and respect.

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

- Leaders have worked hard with staff to develop a good curriculum that is based around themes and the children's interests. Staff plan a variety of activities for children. They have a clear understanding of the learning intentions within their curriculum, which is well sequenced to help children to remember previous learning. This helps children to consolidate and build on their prior knowledge.
- Staff develop children's communication skills well. They use children's favourite stories to broaden their growing vocabulary. Children who speak English as an additional language are well supported. Staff use simple sentences and gestures to support children's understanding. This helps all children to achieve a good understanding of English and develops their speech over time.
- Staff provide experiences to develop children's physical skills. For example, staff provide children with resources that encourage them to practise pouring water from the water tray to a bucket. This helps to develop their large-muscle skills.
- Staff support children's early literacy very well. Storytelling is used to extend children's language as they talk about what words mean and expand their vocabulary. Staff encourage children to make predictions about what will happen next. Children are confident at repeating the familiar phrases. This helps to prepare children well for the skills they need for school.

- Children have high levels of confidence. This is because staff focus on teaching children how to understand and manage their own feelings. Children understand the impact that their actions can have on others. This helps children to play cooperatively together.
- Staff's interactions with children are good. They play alongside children and support them to develop their imaginations as they pretend to cook in the role-play area. However, staff have not fully considered how to incorporate learning about healthy eating into the curriculum.
- Staff swiftly identify any children who would benefit from additional support. They use advice from professionals to develop plans that are specific to the needs of the children. This helps staff to deepen their knowledge and meet children's individual needs.
- Overall, routines for children during the day are successful. However, during some transition times, such as at mealtimes and tidy-up time, these not always as well organised. This means that some children's behaviour changes, which contributes to them becoming restless, making it difficult for them to remain settled and engaged.
- Partnership with parents is strong. Leaders include parents in the development of the pre-school. Parents value the daily verbal feedback that they receive. They report that they receive regular updates about their child's development. This helps them to continue their children's learning at home.
- Leaders are very passionate about the pre-school and their team. Staff say that they feel well supported in their roles. Newer members of staff appreciate the support with their ongoing professional development from the committee and leaders.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

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

- improve opportunities for children to learn about healthy lifestyles
- review the organisation of times of transition so that children remain involved and continue to enjoy their time.

## Setting details

<b>Unique reference number</b>	133686
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10317209
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	29
<b>Name of registered person</b>	Trinity Pre-School Committee
<b>Registered person unique reference number</b>	RP519641
<b>Telephone number</b>	01491 574 742
<b>Date of previous inspection</b>	2 May 2018

## Information about this early years setting

New Trinity Pre-School registered in 1985 and is located in the grounds of Trinity Church of England Primary School, in the centre of Henley-on-Thames. The pre-school is a committee-run group. The pre-school employs five members of childcare staff, of whom three hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday, during term time. Sessions are from 8.45am until 3.10pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Kelly Lane

## 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 manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- The inspector carried out a joint observation with the manager, and they discussed the impact of staff interactions on children's learning.
- The inspector spoke to parents to gather their views of the pre-school.
- The inspector held discussions with staff, leaders, and children at appropriate times throughout 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.

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