

Inspection of Holy Trinity Pre-School

George Williams House, Watson Close, St. Bernards Road, Sutton Coldfield, West Midlands B72 1LE

Inspection date: 23 April 2024

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

Staff greet children with warmth and affection when they arrive at this setting. They tell children they are happy to see them and thank them for coming when they are collected by parents at the end of the day.

Staff arrange experiences for children which teach them about cultural traditions celebrated by their friends. For example, children learn about the celebrations of Eid when a parent visits to explain how this is celebrated by families. Staff help children to learn about the beautiful clothing which is worn and how prayer mats are a special part of religious practices. They discuss where families go to pray and describe the features of a mosque, encouraging children to see if they can find one when they go on outings with their own families. Children who celebrate Eid are proud to share their experiences with others.

Children behave well and show respect to each other. Staff teach children to wait their turn when using climbing equipment outside and to be mindful of their friends. Children pay attention and follow the instructions given to them. They are reminded to use manners when asking for something and take responsibility to tidy away after themselves.

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

- The curriculum centres around the skills children need to learn to help them be prepared for their next stage of learning. Staff plan activities based on chosen themes. They thread these themes through all areas of the curriculum, which helps to reinforce children's learning.
- Children are engaged in activities which motivate them to learn. They develop their concentration as they make choices over their play. They show curiosity when staff ask well-timed questions that promote their thinking skills.
- Children learn to be independent. They practise putting their own shoes and coats on and manage their personal care needs well. Staff place tissues at various points around the room, which children independently access to wipe their nose when needed. This helps children to become self-sufficient.
- Overall, routines are well planned to meet children's needs. Children know what is expected of them and listen to instructions from staff when they need to tidy away or wash their hands before mealtimes. However, there are times when staff do not take the full opportunity to maximise children's learning, particularly at transition times. For example, some children do not have sufficient space when they sit together to join in with singing activities before lunch. As a result, children do not fully benefit from the learning opportunities available to them.
- Children with special educational needs and/or disabilities are well supported. Staff identify any emerging delays in development and act swiftly to address

these. The special educational needs coordinator works with staff to implement strategies which help children to make progress. She liaises with external agencies to access the support needed for children. She works closely with parents and other professionals to ensure children's needs are being met. As a result, all children make good progress.

- Parents and carers are extremely complimentary about the care their children receive. They feel valued and included in their children's time at the setting. They particularly appreciate the support they receive as a whole family unit and comment on the way staff get to know children and families well. They say children make good progress and they are kept informed about what children are learning, and how they can support their progress further at home. Parents comment that transitions are seamless, and children have the skills they need to prepare them for their move to school. They mention the nurturing nature of staff and the dedication shown to ensuring children are happy and safe.
- Staff feel supported by managers. They meet regularly to discuss their roles and identify training, which will help to improve staff practice. Leaders make links with early years advisors to ensure their knowledge is up to date and share ideas about how to improve outcomes for children.

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:

- develop the organisation of routines, particularly during transition times so that children's learning can be fully maximised.

Setting details

Unique reference number	EY319968
Local authority	Birmingham
Inspection number	10317466
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	2 to 4
Total number of places	30
Number of children on roll	43
Name of registered person	Holy Trinity Pre-School (Sutton Coldfield)
Registered person unique reference number	RP526029
Telephone number	0121 355 0790
Date of previous inspection	23 May 2018

Information about this early years setting

Holy Trinity Pre-School registered at its current premises in 2004. The pre-school employs seven members of childcare staff. Of these, two hold an early years qualification at level 6, and three hold a qualification at level 3. The pre-school opens from Monday to Friday, term time only. Sessions are from 9.15am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Christine Ward

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 talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- 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 carried out a joint observation of a communication and language activity with the manager.
- The inspector spoke to several parents and carers during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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 2024