



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 136109

DfES Number: 514994

### INSPECTION DETAILS

Inspection Date 10/07/2003  
Inspector Name Nigel Lindsay Smith

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Trinity Pre-School Bradley Stoke  
Setting Address Broad Croft  
Bradley Stoke  
Bristol  
Avon  
BS32 0BD

### REGISTERED PROVIDER DETAILS

Name The Committee of .

### ORGANISATION DETAILS

Name .  
Address Church Office  
2 Broad Croft, Bradley Stoke  
Bristol  
Avon  
BS32 0BD

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Trinity Pre-School opened in 1990. It operates from two rooms in the Trinity Church Community Centre, Bradley Stoke, South Gloucestershire. There is an outside play area. The pre-school serves the local area.

There are currently 72 children from three to five years on roll. This includes 26 funded three-year-olds and 26 funded four-year-olds. Children attend for a variety of sessions. The group offers support to children who speak English as an additional language and to children with additional needs.

The pre-school opens four days a week during school term times. Sessions are from 09.00 to 11.30 and 12.30 to 15.00 on Tuesdays, Thursdays and Fridays. On Wednesdays, it is open mornings only.

Six staff work with the children. Two have early years qualifications. Three staff members are currently on training programmes. The pre-school receives support from a teacher from the Early years development and Childcare partnership (EYDCP).

### How good is the Day Care?

Trinity Pre-School provides good quality care for children.

The staff are experienced, and deployed well. There is a high ratio of adults to children. There is an induction system for new employees. Staff organise the premises and equipment to provide children with a welcoming environment. They have a good range of equipment for indoor and outdoor play. They maintain an appropriate range of records, policies and procedures, although some policies would benefit from adjustments.

Staff have effective procedures to ensure children's safety. They promote good hygiene and take steps to avoid children catching infection and illness unnecessarily. They have satisfactory arrangements for ensuring that the children

have a snack. They have an appropriate awareness of the need to protect children.

Staff interact positively with children and provide them with an appropriate range and variety of activities within a relaxed environment. The children are happy and interested in the activities. Staff take account of any cultural needs that children have and provide a range of equipment and activities to familiarise all children with their wider community. Children with special needs are welcomed and there is provision for individual support if required. Staff manage children's behaviour effectively and consistently.

Staff make a good range of written information available to the parents. They do not provide a formal opportunity for parents to discuss their children's progress. Parents can contribute to the running of the playgroup through membership of the management committee.

#### **What has improved since the last inspection?**

At the last inspection the playgroup agreed to make drinking water available to children at all times. They now provide a jug and beakers.

They also agreed to keep a record of significant incidents. They have a system to record these.

#### **What is being done well?**

- The staff team are committed to undertaking training opportunities.
- The staff provide good quality activities, which the children enjoy and which promote learning.
- The staff manage children's behaviour well. The children's behaviour is good; they co-operate and interact well with staff and each other.
- The good staff ratio allows 1:1 assistance to be given to children with special needs if required.

#### **What needs to be improved?**

- the arrangements for the accident and medication records
- the equal opportunities policy
- the complaints procedure
- the child protection procedure

#### **Outcome of the inspection**

Good

## **CONDITIONS OF REGISTRATION**

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

## **WHAT NEEDS TO BE DONE NEXT?**

### **The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
7	Separate the records of accidents from other reports to parents, and develop a format for parents to give permission for the administration of medication.
9	Develop the equal opportunities policy to clarify how it works in practice.
12	Adapt the complaints procedure to remove the reference to the Social Services Department's role.
13	Remove reference to obtaining names of individual social workers in child protection policy.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Trinity Pre-School provides high quality nursery education and the children are making very good progress towards the early learning goals in all six areas.

Teaching is very good. Staff have a good knowledge of the early learning goals. They plan effectively to ensure that the children have a varied and stimulating programme. They provide good role models for the children, producing an atmosphere where children are keen to learn, and where they behave well. They liaise with parents regarding their children's progress but do not have a formal system for doing this.

Leadership and management is very good. Staff work well together and provide a good ratio of staff to children in order to support all children in their activities. There is a commitment to additional training in order to improve skills.

The partnership with parents is very good. Parents are provided with comprehensive information about the playgroup and about the Foundation Stage. They have opportunities to co-operate with their children's programme by following up activities at home. They are able to discuss their child's progress with their key worker.

### What is being done well?

- Children's personal, social and emotional development is very good. They are confident, interested in learning and are appropriately independent.
- Staff understand the early learning goals well and plan a programme of activities which stimulate the children's interest.
- A good ratio of adults to children is provided, enabling all children to learn well, with individual support if needed.

### What needs to be improved?

- There are no significant weaknesses, however consideration could be given to the arrangements for sharing children's progress with their parents.

### What has improved since the last inspection?

At the last inspection there were no significant weaknesses reported, but there was a point for development:

"Staff should plan for children to recognise and write their own names and to recognise familiar words."

Very good progress has been made. Staff ensure that there are sufficient opportunities in the programme for children to write their names and to recognise familiar words.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress in personal, social and emotional development. They speak confidently in a group, including about moving on to school. They take part enthusiastically in well-planned activities. They are well-behaved and willingly undertake tasks such as announcing "tidy up time". They make good relationships with staff and other children. They have an appropriate level of independence.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are making very good progress in communication, language and literacy. They use language well to communicate with adults and each other, for example: "It was a bit sunny; the sun was behind the clouds." They have regular opportunities to use writing implements. They listen well to stories and interact enthusiastically. They handle books appropriately and create stories of their own. Most four-year-old children can write their names well by the time they leave.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress in mathematical development. They have lots of opportunities throughout the day to count, add, subtract and use mathematical language. They identify shapes well, for example, when using musical instruments a child said: "It's a triangle, it's got three sides." Children's understanding of differing size and quantity is developing well.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are making very good progress in knowledge and understanding of the world. They experiment, for example making "volcanoes" with bicarbonate of soda. They confidently use a range of equipment including magnets and a microscope. They learn about their community, for example through a "where we live project". They explore other ways of life through using a good range of equipment, for example multi-cultural books.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress in physical development. They move confidently, showing an increasing awareness of space. They improve their spatial awareness about each other by using equipment such as the slide and tunnel. Their hand to eye co-ordination is developing well through the use of small tools. They use a variety of equipment appropriately, for example play tools to "repair" the cooker in the home corner.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children are making very good progress in creative development. They explore colour and shape using a variety of materials. They take part enthusiastically in regular musical activities, using instruments and singing. They use their imagination well in a wide range of role-play activities. They explore their senses by tasting and smelling a range of foods and through using "feely-touchy" bags.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**

## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- Consider making a formal arrangement for parents to discuss their children's progress.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*