

Trinity Pre-School Bradley Stoke

Holy Trinity Church, Broad Croft, Bradley Stoke, Bristol, Avon, BS32 0BD

Inspection date	03/12/2013
Previous inspection date	07/10/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff use good questioning so that children think about their learning and strategies to solve problems.
- Staff provide an enabling environment indoors and outside, which promotes children's independent learning and their well-being.
- Children are happy, settle quickly and enjoy their learning because staff build strong relationships with them.
- The good partnerships with parents enable staff to meet children's individual needs and support children learning English as an additional language effectively.

It is not yet outstanding because

- The management team do not provide opportunities for staff to develop their good practice further through peer observations.
- Staff miss some teaching opportunities by not using routines fully to extend children's literacy development.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the indoor and outside environments.
- The inspector carried out a joint observation with the manager.
- The inspector talked to staff, parents and children present on the day of the inspection.
- The inspector took account of the pre-school's improvement plan.
- The inspector checked safeguarding information and sampled documentation, including policies and procedures, children's development records and planning.

Inspector

Elaine Douglas

Full report

Information about the setting

Trinity Pre-school Bradley Stoke registered in 1990 and is managed by a voluntary committee. It operates from two rooms in the Trinity Church Community Centre, Bradley Stoke, Bristol. There is an enclosed area for outdoor play. The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are 55 children on roll in the early years age range. The pre-school is open Tuesday to Friday from 9am until 3pm, term time only. The pre-school receives funding to provide free early education for children aged two, three and four years. It supports children with special educational needs and/or disabilities and children who are learning English as an additional language. There are nine members of staff, of whom eight hold an early years qualification at level 3. They are supported by an administrator.

What the setting needs to do to improve further

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

- provide staff with opportunities to observe each other to share good practice and experience
- extend staff's awareness of using meaningful print, such as children's names, to promote the children's literacy development further.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have a good understanding of the way children learn and use their good observations to identify children's achievements and plan for their individual development. They work closely with parents to understand children's starting points and know what motivates them to learn. Parents join the 'stay and play' sessions and feedback on learning at home. Staff recognise the importance of working in partnership with parents. This enables staff to plan effectively so that children learn through activities that they choose and that are adult-led. Consequently, all children including those learning English as an additional language, make good progress in their learning and development.

Children's personal social and emotional development is good. They help each other and understand about sharing and taking turns. For example, children show each other how to use the mouse to operate a computer programme. Then they wait for their turn. Children independently put on their coats and boots to go outside, and are confident to approach staff, should they require help. Children manage age appropriate tasks, clearing their place and washing up after their snack, for example. Children are confident

communicators and staff effectively support them in extending their vocabulary. For example, staff explain the meaning of words such as invisible, when children are not sure. Older and more able children write recognisable letters and numbers, in their play and adult-led activities. Children are very active learners and develop good control and coordination. All of these skills support children well in preparation for their next stage of learning or school.

Staff ask good open-ended questions, so children think about their learning, make predictions and solve problems. For example, when children draw around their hands staff ask if they think their hand will be bigger or smaller than the children's. Then they draw around the staff's hand to compare sizes. Children look through resources to find a lid that fits the top of their tube and with good support children work out how to use a tape dispenser. Staff ask children what is happening when they mix colours together, so they learn about secondary colours. During stories, children comment that caterpillars turn into butterflies and staff stop singing so that children can continue on their own. Staff encourage children to explain they are making a telescope 'to see far far away', which also supports their communication and language development.

Overall, staff make good use of all experiences as a learning opportunity. However, they do not always use daily routines to support children's literacy development. For example, they do not label seat places for meals, so that children begin to recognise their name and see that there are similarities and differences in symbols. Most staff provide skilful interaction, encouraging children to take a lead in their learning. This gives them responsibility and confidence. For example, each child chooses a song and counts children in to sing and play their instruments. Staff demonstrate how to use equipment and give children plenty of time to practise their new skills. This enables children to learn through actively engaging in first hand experiences.

The contribution of the early years provision to the well-being of children

Staff plan an enabling environment, with a wide range of good quality resources, indoors and outside. Children have free flow between the two areas, which enables them to promote their own learning. For example, children go indoors to get paper and tape, to make a telescope for their game. Staff recognise that some children prefer to learn outdoors and ensure they have the same opportunities to develop in all areas. They provide toys and equipment that children can use in a range of ways. For example, children balance on foam blocks, while others build with them and others try stacking them as high as themselves. Staff provide additional resources in case any children do not bring boots or hats. This ensures equal access to the resources outside. The stimulating, accessible environment enables children to become independent, creative learners. Staff also use the local environment to extend children's learning and promote their awareness of their own community, such as taking children to post letters or having the police visit.

Staff provide good role models and build strong, sensitive relationships with children. As a result, children behave well and are kind to each other. For example, children using the musical instruments notice others watching them play and ask if they would like to join in.

Staff use signs and visual aids with all children, which aids communication for those with special educational needs and those learning English as an additional language. As a result, all children feel valued and are able to take part in all routines and activities. Children approach staff to read to them knowing they will receive a positive response. Children settle quickly to the activities and demonstrate they are having fun, through their expressions and laughter. Staff use good strategies so children understand expectations. For example, when they ring a bell children say 'five more minutes to tidy-up time'. Staff support children well in developing a sense of belonging and self-esteem. They meet with parents to support children moving on to other settings; also if a child has had a long absence for any reason. Parents comment positively on staff knowing their child as an individual and celebrating their backgrounds. This helps to promote children's well-being.

Children develop a good awareness of safe practices. Children demonstrate how to hold on to support, when going down the slope, to make sure they do not fall, for example. They regularly practise the emergency evacuation procedures and learn that staff keep doors and gates locked for their safety. Staff support children well in using tools, such as scissors to cut a shape or a knife to butter their cracker. Children choose when to have their snack and independently wash their hands. Staff use impromptu situations to extend children's understanding further, such as asking what might happen if they trip with their hands in their pockets. Staff have a secure knowledge of children's dietary requirements and prepare snacks that meet everyone's needs. Children learn about healthy eating and make good choices. For example, children are confident to ask for a banana when they cannot see one, which staff go and get. Children also help themselves to drinks, so they do not get thirsty. Children love being outdoors, they run around excitedly playing hide and seek, and dress appropriately for the weather. All of which demonstrate a good awareness of a healthy lifestyle.

The effectiveness of the leadership and management of the early years provision

The management team have a good understanding of their responsibilities in meeting the requirements of the Statutory Framework for the Early Years Foundation Stage. The pre-school's arrangements for safeguarding children are good. Staff undertake safeguarding training, so they have a good knowledge of child protection procedures, which helps to protect children's welfare. Staff take seriously any concerns parents may have. They carry out good risk assessments and review them in light of any changes. For example, they now have an additional lock on the garden gate to keep children secure when playing outside. Staff ensure keys are available in case of an emergency and in addition seek advice on fire safety. Staff keep the premises secure and escort children to the toilets. They put up signs to request visitors to the community centre to use alternative toilets, to help keep children safe. The manager and deputy deploy staff extremely well and through good communication, staff ensure children receive good supervision, support and care. All documentation is in place for the safe and efficient management of the setting. It is stored confidentially to protect children's welfare. Good procedures are in place to check the suitability of staff to work with children and ensure they understand their roles and responsibilities. The deputy oversees the development records to ensure they provide

good information. The manager is implementing a news system to oversee children's development and identify any gaps in their development, easier.

The management and staff team use good systems of self-evaluation and gain parents' feedback, to review their practice and ensure continuous improvement. For example, all staff now have non-contact time to update children's development records. Staff now also involve children in ideas for the role-play area, such as a supermarket, which supports their imaginative and creative development. The manager works directly with staff and children, providing a good role model. All staff have regular supervision and annual appraisals to celebrate their achievements and identify personal development to improve the quality of the provision. However, they do not have opportunities to observe each other, in order to discuss good practice and share experiences further. Staff change the learning environment according to the needs of the children attending, using their observations well to assess inclusion and motivation.

Staff have good partnerships with parents. The key person meets regularly with parents to share good verbal and written information. Parents, particularly those with children learning English as an additional language, speak very highly of the support by staff. Parents comment positively on how staff work closely with them to meet their children's individual needs, and the good information they receive. There is extensive information for parents on the pre-school, ways of supporting their child's development and on local facilities. Staff work closely with other providers and have a particular partnership with the school next door. They send out information on children's next stages of learning and request the same to identify any differences or similarities. This ensures a consistent approach to children's care and learning. Staff seek good information from outside agencies, to support children with any special educational needs and/or disabilities. This means all children reach their full potential.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	136109
Local authority	South Gloucestershire
Inspection number	942738
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	30
Number of children on roll	55
Name of provider	Trinity Pre-School Bradley Stoke Committee
Date of previous inspection	07/10/2011
Telephone number	07726 952380

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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