

Trentham Pre-School

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



Inspection date

1 June 2015

Previous inspection date

10 October 2011

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

Summary of key findings for parents

This provision is good

- Experienced and well-qualified staff have a good understanding of the learning and development requirements of the Early Years Foundation Stage. They provide children with an interesting and inviting learning environment, both inside and outside.
- Safeguarding is given high priority. Staff are very aware of safeguarding requirements, which means children are safeguarded well and procedures are understood and implemented consistently.
- Staff help children to develop an understanding of the importance of healthy lifestyles. They learn about healthy food, go out in the fresh air and participate in weekly exercise sessions.
- Effective partnerships between parents and the pre-school staff, ensure that parents are kept informed about their child's learning and ways in which this can be extended at home.
- Leadership and management have a strong drive for the ongoing development of the pre-school, by effectively identifying aspects for improvement. They ensure staff update their skills and knowledge through regular training to promote positive outcomes for children.

It is not yet outstanding because:

- Staff do not always extend more-able children's learning as much as possible, during adult-led activities.
- Not all staff and parents are fully aware of the very precise details of children's next steps in learning.

What the setting needs to do to improve further

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

- provide more-able children with opportunities to extend their learning during adult-led activities, for example, by providing additional resources that enable them to find out more
- make children's next steps in learning more visible to all staff and parents, so that so they can offer precise, targeted teaching during all activities, in order to support children's good progress even further.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, both inside and outdoors.
- The inspector conducted a joint observation with the pre-school manager.
- The inspector had discussions with staff and children during the inspection.
- The inspector looked at a selection of children's assessment records and planning documentation.
- The inspector looked at relevant documentation, such as policies and procedures and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Carole Price

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The staff plan a wide range of activities to support children's good progress. Children enjoy looking for tadpoles and insects in the garden. They engage in pretend play as they take on the role of vets and care for sick animals. However, during planned activities, staff do not always make good use of opportunities to extend the learning of the more-able children. For example, when making jungle animals out of clay, staff ask questions and show children what to do. However, they do not build fully on children's interest in the animals by introducing further resources, such as books, so children can find out more. Children's language and communication skills are promoted well. Staff model vocabulary for younger children, and use questions to challenge and extend the learning of older children. This means that children are developing essential skills, which ensures they are well prepared for the next stage of learning, such as starting school. Staff regularly share information with parents about their child's achievements and progress. However, not all staff are made fully aware of the details of each child's individual next steps. This means that they do not always focus precisely on targeting these during activities. Consequently, children make consistently good, rather than rapid, progress in their learning.

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

Children's emotional well-being is promoted extremely well, as staff provide a nurturing and caring environment. Staff are good role models, with high expectations for children's behaviour. Children receive regular praise and encouragement and learn to share and take turns. This promotes their self-esteem. Their independence is encouraged as they put on their own coats and serve their own snacks and drinks. The management team have an excellent understanding of their responsibilities to safeguard children. They ensure that all staff implement policies and procedures extremely well to support children's health, safety and well-being.

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

The managers and staff have a very good understanding of the requirements of the Early Years Foundation Stage. The manager checks on children's progress effectively, and identifies areas for improvement to help narrow gaps in their learning. The manager supports staff's professional development through appraisals, observations of teaching and a consistent review of the activities and outcomes for all children. This attention to detail ensures that every child is included. This gives them good opportunities to succeed and reach their potential. Recommendations raised during the previous inspection have been addressed to improve the quality of care and education for children. Parents speak highly of the pre-school.

Setting details

Unique reference number	224730
Local authority	Stoke on Trent
Inspection number	866196
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	56
Name of provider	Trentham Pre-School Committee
Date of previous inspection	10 October 2011
Telephone number	01782 642352

Trentham Pre-School was registered in 2001, and is managed by a committee. The pre-school employs 10 members of childcare staff, who all hold an appropriate early years qualification. The pre-school opens from Monday to Friday, term time only. Sessions are from 9.15am to 4.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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