

Inspection of Holy Trinity Pre-School Ltd.

Woodhill Church & Hall, Connaught Road, Brookwood, Woking GU24 0AS

Inspection date: 23 January 2025

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children demonstrate that they feel happy and settled as they rush into the pre-school to be greeted by the kind and caring staff. Prior to children joining, staff complete home visits and children attend 'settling in sessions'. These enable staff to build early attachments, so that they are 'in tune' with children's individual needs. Children show that they feel safe and secure as they eagerly investigate the broad range of activities provided. They become engrossed in their play, knowing that staff are nearby, should they need to 'check in', for reassuring cuddles.

Children have a positive attitude to learning, and thrive at the warm, welcoming and inclusive pre-school. Leaders and staff have high expectations for what all children, including those with special educational needs and/or disabilities (SEND) can achieve. They interact well with children and use effective teaching methods to help them to develop new knowledge and skills. Subsequently, children successfully develop the skills they will need for their next stage in learning. For instance, they complete tasks such as dressing, undressing and using the toilet independently. They ask for help when needed, recognise their names and understand the need to share and take turns.

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

- Leaders are committed to providing an ambitious curriculum. On entry to the pre-school, they communicate with parents to find out what children already know and can do. They use this information to plan for their next steps in learning. Regular assessments enable staff to quickly identify gaps in children's progress. They work highly effectively with parents and other professionals to ensure that children receive targeted interventions promptly. Additional funding is used effectively to provide targeted resources and experiences that some children require to thrive and develop.
- On the whole, staff support children's communication and language skills well. Throughout activities they provide a dialogue and introduce new words to help to develop children's vocabulary. However, occasionally during large group activities the youngest children struggle to focus and become 'fidgety'. At these times their listening and attention skills are not as well supported.
- Leaders and staff ensure that children have access to a good range of fiction and non-fiction books. Staff read with enthusiasm and ask children questions to determine their level of understanding. Children confidently say what they see and predict what might happen next. These experiences help to develop children's early literacy skills and promote a love of reading.
- Leaders and staff provide children with a range of opportunities to develop an awareness of the similarities and differences between themselves and others. On entry to the setting, they find out about children's cultural background and

festivals and celebrate these within the setting. These experiences, help children to develop a greater understanding of the wider community and the people within it.

- Overall, behaviour is good. Leaders and staff have high expectations for children's behaviour and conduct. They set clear rules and boundaries to help promote children's positive behaviour. Children respond swiftly to instructions from staff. For example, when it is time to tidy up, they quickly do this. However, during transition periods, some children become 'overstimulated'. During these times, staff do not consistently take action to support them to manage their feelings and behaviour. This leads to some children running around and screaming.
- Leaders and staff build very strong relationships with parents. They ensure that they are involved in all aspects of their children's care and education. For example, parents are invited to the setting for informal meetings and provided with regular feedback. Parents report how much their children love attending the pre-school and comment on the tremendous care and support they receive.
- Leaders and staff work together as a highly effective and dedicated team. Staff talk about their role at the pre-school with enthusiasm. They report that they feel fully supported through training opportunities and regular supervision. They say they feel valued, and that their well-being is fully considered by the management team.

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:

- focus more on how to adapt large group activities so all children benefit from the learning experiences and remain interested and engaged
- strengthen staff understanding of how to support children who find it difficult to regulate their behaviour.

Setting details

Unique reference number	2711740
Local authority	Surrey
Inspection number	10375729
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	40
Number of children on roll	24
Name of registered person	Holy Trinity Pre-School Limited
Registered person unique reference number	RP906077
Telephone number	07513 875436
Date of previous inspection	Not applicable

Information about this early years setting

Holy Trinity Pre-School Ltd registered in 2022 and is located in Woking, Surrey. The pre-school operates Monday to Friday between 7.30am and 6pm, during term time only. The setting receives funding to provide free early years education for children aged, two, three and four years. The pre-school employs seven staff. Of these five hold qualifications at Level 3.

Information about this inspection

Inspector

Ingrid Howell

Inspection activities

- The manager and the inspector completed a learning walk together and discussed how the curriculum is organised.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the manager and discussed the quality of teaching.
- The inspector asked staff questions to establish their understanding of how to safeguard children, and how they assess and plan for children's learning.
- The inspector took account of the views of parents through face-to-face and written feedback provided.

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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