

# Trinity Hall Kindergarten

Inspection report for early years provision

---

<b>Unique Reference Number</b>	128489
<b>Inspection date</b>	06 December 2007
<b>Inspector</b>	Angela Jackson
<b>Setting Address</b>	Hermon Hill, South Woodford, South Woodford, London, E18 2QQ
<b>Telephone number</b>	020 8508 0922
<b>E-mail</b>	
<b>Registered person</b>	Maureen Cassidy
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

### WHAT SORT OF SETTING IS IT?

Trinity Hall Kindergarten originally opened in 1967. It is owned by an individual proprietor. It operates from adjacent buildings within the Holy Trinity Church site in Hermon Hill in South Woodford, in the London borough of Redbridge. All children have access to a secure enclosed outdoor play area.

A maximum of 62 children may attend at one time. There are currently 65 children aged from two to five years on roll. Of these, 29 children receive funding for nursery education. The Kindergarten supports children with learning difficulties and/or disabilities and children with English as an additional language.

The group opens five mornings a week in term time only. Sessions are from 9:30 to 12:00. The lunch club runs from 12:00 to 13:30 on Tuesdays, Wednesdays and Fridays. Children attend a variety of sessions.

The kindergarten employs 10 members of staff. Over half the staff have an early years qualification. There is an additional teacher for French.

The nursery receives support from the Early Years Pedagogy Advisory Team, is a member of the Pre School Learning Alliance and is participating in the Quilt quality assurance scheme.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

The good health of children is protected by staff who ensure that the two halls used for play, are kept clean and warm. Procedures for carrying out regular hygiene routines such as wiping down chopping boards between use with anti-bacterial spray and keeping fruit and drinks covered before serving, are displayed in the kitchen areas. This is a handy reference for staff and parent-helpers to follow to minimise the risk of cross contamination. Children wash their hands or have them wiped with baby wipes, before eating. Children are learning to take care of themselves by having ready access to washing facilities and, in the scout hall, have their own small towel or flannel hung on hooks. The towels are laundered at the end of each week but this is insufficient to keep them fresh and clean when children have wiped their hands on them after particularly messy play. Children develop self management skills and gain a good level of independence, through staff encouraging them to find their own coats and boots on their designated chairs, and to dress themselves appropriately for outdoor play.

The sick child policy ensures children are kept at home when they are unwell and reduces the chances of cross infection. Children have ready access to immediate treatment when they suffer minor injuries as there is a well stocked first aid kit and qualified staff available in each of the two halls. In the event of a serious accident or incident, there is no delay to children receiving emergency treatment from medical professionals as parents give permission for this, at registration. Children have good knowledge of typical everyday events such as going to the doctor, and are given opportunities to explore their feelings and fears through role play activities. For example, in the hospital corner the 'doctor's' diagnosis for a hurt finger is to 'run it under cold water and the bleeding will stop'. Children's special dietary needs or long term medical conditions, are known to staff as parents are asked share this information at initial meetings with key workers. This ensures staff are fully informed about individual needs and preferences and that children are not given foods that may cause an allergic reaction or put their health at risk.

For their morning snack, children each take in a piece of fruit. The fruit is put into a large box for sharing. It is prepared and sliced so that children are able to make choices and have a selection of fruits each day. This contributes to the recommended 'five a day' for good health. Children develop their social skills at fruit time and when staying for lunchtime club, by sitting with friends and exchanging jokes. Healthy eating habits are further promoted on the setting's website. This provides information for parents and suggests a range of healthy eating options for lunch boxes.

Children have opportunities to participate in a range of daily physical activities that help develop strong bodies and good muscle control and coordination. Within the halls there are toys such as bikes, tunnels and slides and group activities such as keep fit and games with the parachute, which are included in the planning. This ensures that even when bad weather prevents children from vigorous play in the outside fenced area, they maintain a good exercise routine.

## **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Happy music and smiling staff who greet children by name, ensure children settle quickly and feel at home, in the friendly and welcoming setting. Activities and equipment are ranged around the hall in designated areas of learning and play. Children are able to move around freely and safely and have easy access to toys and resources as there is sufficient room between the tables and floor mats. An area of each hall is set up with toys that provide opportunities for physical play such as bikes to ride and prams to push. Staff carry out daily risk assessments and visual checks to ensure children do not come to harm from unsafe, broken or damaged equipment. Toys and resources are well maintained and in good repair. Children are encouraged to be independent and to be responsible for their own welfare as they are learning about the need to dress appropriately for different play activities, indoors and out and that clothes and shoes protect them from injury. For example, they know they have to wear shoes in the scout hall or they 'might get a splinter'.

Children learn how to keep themselves safe on the roads as they practise, with local police officers, how to look each way to make sure there are no cars. They do this by having road scenes set up with zebra crossings and cars and with children taking turns to be the police officer or to hold the lollipop. Fire officers also visit the kindergarten to teach children about the dangers of fire and to advise staff about training in use of the fire fighting equipment. Children and staff regularly practise emergency evacuation procedures.

Children are further safeguarded as staff have good knowledge and understanding of child protection issues. They are aware of the signs and symptoms of abuse and how and when to refer concerns to the relevant agencies. There is a good system in place for dealing with allegations against members of staff.

## **Helping children achieve well and enjoy what they do**

The provision is outstanding.

Planning for children's enjoyment and learning is thorough and done with excitement and enthusiasm by staff who are fully committed to providing a worthwhile experience for all children, each and every day. Children have access to an extensive range of activities from dressing up in batman costumes and cycling round in capes and masks, to quiet reading in book corners that are comfortably furnished with soft mats and cushions. They move around purposefully and make their choices, supported where appropriate, by staff who gently encourage children to try new and challenging tasks as well as giving them time and space, to join friends in games that are of particular interest to them.

Group story time is an enjoyable social event as children sit and listen, fascinated, to stories such as Billy Goat Gruff. Children are confident to add their own comments and to think about and discuss the story, suggesting what might happen next and contemplating the 'handsome' troll with a mixture of feelings such as fear and awe. Staff make excellent use of opportunities that arise during the story, to discuss other issues such as the need to wear arm bands in order to be safe in water. This helps children to engage with, and relate to, the story, making it an enjoyable and valuable experience.

Children are learning to use number and confidently count up to 10 as they pick marbles of different sizes and colours out of a bag before lining them up on a tray for a game. Creative play and sensory experiences include painting and printing and sliding fingers and hands in a

tray of foam. Toys and resources are made from a wide variety of materials including wooden car tracks, and collections of natural products such as bark and leaves. Children are absorbed in making decorations for their end of term party using glitter, glue and scissors with skill and with very definite ideas about how they want their stockings and bags to look.

## Nursery Education

The quality of teaching and learning is outstanding. Children learn through staff's skilful use of open and closed questions that encourage exploration of thoughts and ideas and help children make sense of the world around them. For example, when a story is told that includes monsters, fears are raised about monsters and other beasts that scare individual children, such as spiders. Staff digress from the story for a time to deal with the anxieties. Carefully, they exact details about fears from children. Children discuss how they know they are frightened, what physical changes take place in their bodies when they feel scared and how they deal with the emotion. Staff are sensitive to the concerns and offer sensible suggestions for a solution such as making dream catchers for children's bedrooms. Children are told how these work and offered a chance to create their own at a later date. Having been given the opportunity to air their feelings and have their voice heard, children are able to continue with the story.

Children are gaining excellent knowledge about new technologies through hands-on use of equipment such as digital cameras and computers. Children are keen to find out how the devices work and what results can be achieved, and flourish in the atmosphere of trust and confidence as staff let them take the pictures for themselves. The camera is used to record children participating in stimulating and innovative projects such as 'Italy'. This topic provides children with an extensive range of learning experiences across all areas of the curriculum and involves parents in many of the activities. Children gain valuable insight into the culture, weather and food of Italy as they plan a holiday using brochures and pictures of buildings. Their understanding of seeing writing for different purposes is extended to making tickets, luggage labels and passports. This also provides children with a strong sense of self as they think about what they look like and how they are different or similar to others. Children's creative and imaginative skills are developed through junk modelling of planes and buildings like the ones they see in pictures. They create holiday scenes as they pack their luggage and queue at the airport and, once there, eat pizza they have made.

Role play areas are continually developing and changing with staff regularly thinking of new ways to help children learn through purposeful activities. For example, the recent additions, washing machines and tumble dryers made out of cardboard boxes with dials and slots for money, support children's learning about the concept of time, temperature and money. Children access many ways to make marks for a wide range of different purposes including putting their names on their work, writing receipts and shopping lists and filling out forms in many role play activities. Other activities such as having a large area where rice is measured into jugs and funnelled into smaller vessels through different sized funnels and sieves, promote children's understanding of volume and encourage use of a wide vocabulary to describe their actions and the outcomes.

Staff carry out initial assessments and use these, along with information provided by parents, to set targets for the term for each child. Planning activities take the assessments and targets into account and children's key workers ensure that the correct resources are made available for children to practise and develop new skills across all six areas of learning. Children benefit from the attention and commitment given by each member of staff and the extent of staff's knowledge about individual children, their interests and the progress they are making.

## **Helping children make a positive contribution**

The provision is outstanding.

Staff have high regard to the equal opportunities policy of the setting and are committed to the ethos of a fully inclusive environment for all children. Children learn to respect others for their individuality and have the opportunity to learn a second language, French, as an extra curricular activity. An extensive range of resources that promote positive images of diversity, such as dolls, posters, puzzles, dressing up clothes, foods and small world people, are available throughout the play areas. Children learn about disability and the lives of others, how they manage their needs and enjoy activities in different ways, through personal interaction. For example, by arrangements being made for a guide dog and its owner to visit the children and demonstrate how they depend on each other and the benefits of a relationship of trust. Children are encouraged to help other children who may be less fortunate than them, by raising money for events such as red nose day. Children benefit from interaction with other visitors such as grandparents who read them stories and tell them about what life was like for them as children. This provides children with excellent opportunity to develop relationships with people of different ages, to value them and to be valued in return.

Children with learning disabilities and/or difficulties are positively encouraged to join in with all activities. Designated staff have special responsibilities for ensuring children are supported appropriate to individual need. They work with parents and professionals to set Individual Education Plan targets and to resource and adapt practice as necessary to support children to meet the targets.

Children are very well behaved and cooperative, happily helping out at tidying up time and responding positively to staff requests. They learn to understand their emotions and how to cope with conflict and frustration as staff are consistent in using strategies such as listening to children's views and suggesting ways, with their agreement, to help resolve issues. For example, the need to be fair in sharing toys and taking turns when there are less resources than children wanting them, such as fans to complement the grand dresses worn with matching veils and tiaras. Children listen to the explanation and, once they are assured that all are being treated equally, move on to continue the game together, secure in the knowledge that their views have been taken into account and are valued as much as anyone else's.

Parents are made welcome and encouraged to participate in sessions as helpers or to facilitate children's understanding of experiences outside their own. For example, parents share knowledge of their occupation or skills with children in a planned, hands-on activity such as cooking or yoga. Parents are asked for full details about children's needs and preferences at registration so that staff are able to make suitable provision for them. Staff and parents work together for the welfare of the children and there is regular informal dialogue between them about children's progress. Parents are given regular updates about events and activities through newsletters and notices and there is a copy of the setting's policies available at the entrance, in the welcome book. This positive approach fosters children's social, moral, spiritual and cultural development.

The partnership with parents of children who receive nursery education is outstanding. They are provided with high quality feedback about children's progress through termly events such as meetings and written reports. Parents are fully informed about the assessment process and targets set for the forthcoming period. They have access to further details about planned learning activities as there is a colourful and up to date web site as well as the notice boards within the hall. The web site is useful for parents with disabilities or whose work commitments prevent them from having regular daily contact with staff. Parents can use the information

provided to extend children's learning at home and keep them in touch with staff over the internet. Staff are approachable and keen to help children make optimum progress towards the early learning goals and loan parents resources such as books that help them to do this.

Parents are highly appreciative of the efforts made by staff to enable children to learn and make progress in an enjoyable and productive way. Many positive comments from parents demonstrate staff's success in involving and informing parents about children's learning and how staff effect the learning process. For example, 'now I understand learning through play'.

## **Organisation**

The organisation is good.

Both halls are organised well and staff deployed effectively, in order to ensure minimum staff:child ratios are met. Over half the staff are qualified to level 3 and two other members of staff are working towards a level 3. Commitment to ongoing training is strong with training needs identified and agreed during staff appraisal meetings. Staff share examples of good practice and the outcomes of training with colleagues to ensure all staff are kept up to date with current childcare practice. However, the self evaluation form does not reflect an accurate picture of the setting or of staff views about the impact their work has on children. It is therefore not an effective working document that staff refer to, or learn from, in order to improve practice further. Established recruitment procedures ensure staff are qualified, experienced and undergo the correct vetting process in order to confirm their suitability to work with children. There is a visitors' book in each hall and children are not left unsupervised with adults other than those with current Criminal Records Bureau clearance. Policies and procedures are up to date and meet the requirements of the National Standards and regulations. There is good regard for confidentiality. Information about children's progress is shared with parents and they are given children's record of achievement when they leave. The setting meets the needs of the range of children for whom it provides.

Leadership and management of nursery education is outstanding. Managers lead by example and are excellent role models for staff. They lead the staff in an atmosphere that is both close and professional, generating a strong team spirit and motivating staff to provide a high standard of nursery education for children whilst caring for their emotional needs and welfare. Planning for learning is a high priority at the current time and managers are working with staff to ensure the new system is both manageable and of benefit to children. They are keen to gain feedback from staff and to make amendments that will make the system easy to use in identifying children's attainment levels and next steps. This demonstrates how highly staff are valued in their drive to bring about best outcomes for children.

## **Improvements since the last inspection**

Since the last inspection, as suggested, the provider has reviewed and revised the setting's policies and procedures to bring them in line with current requirements.

Provision for children in receipt of funding for nursery education has improved in line with recommendations made at the last inspection. There is a wide range of creative play materials available each day and staff have undertaken training to increase their skills so that they provide effective learning experiences for children. Parents are fully informed of children's development across all areas of learning as they meet with staff each term as well as having informal feedback on a regular basis.

## Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

### WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

#### The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- develop a system for making self evaluation effective in order to enhance the setting's improvement programme
- ensure cleanliness of children's towels is maintained at all times

#### The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)