

Trinity Methodist Church Pre School

Inspection report for early years provision

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| Unique Reference Number | 118585 |
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| Inspector | Fiona Sapler |
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| Type of inspection | Integrated |
| Type of care | 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.

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 good.

WHAT SORT OF SETTING IS IT?

Trinity Methodist Church Pre-School opened in 1974. It operates from the first floor of the Methodist Church hall building in Romford in the London borough of Havering.

A maximum of 24 children may attend the pre-school at any one time. There are currently 62 children from two to five years on roll. Of these, 24 children receive funding for early education. The setting currently supports a number of children with learning difficulties and/or disabilities and who speak English as an additional language.

The pre-school is open each weekday from 09:15 to 11:45 term time only. Afternoon sessions are from 12:30 to 15:00 every day except Wednesday. Children attend for a variety of sessions.

The preschool employs 10 members of staff. All of whom hold a level 3 early years qualification. The setting receives support from Local Authority Advisory Team, is accredited by the Pre-School Learning Alliance (PSLA) and is working towards the Havering basic skills quality assurance scheme.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children flourish because their health needs are expertly met. They have an excellent understanding of how to maintain their own good health to a high standard and are skilfully encouraged to meet their personal care needs independently. This is reinforced at circle time when the children enthusiastically sing along to a song about the routine to follow when they go to the toilet. Pictures in the bathroom also help the younger children familiarise themselves with the steps to follow.

Great care is taken to ensure children's individual medical needs are thoroughly respected. Staff have undertaken training, for example in the use of epi-pen and cardiac procedures, to prepare themselves for possible incidents. The procedures to follow are confidentially displayed to facilitate prompt care in the case of an emergency.

The preschool participates in useful and meaningful healthy eating and personal hygiene projects. For example, they piloted a scheme called 'stop the rot' about healthy eating and dental hygiene and the manager has now made links with a well known toothpaste manufacturer to secure toothbrushes, toothpaste and informative posters to further consolidate the children's knowledge of good dental care.

Children are protected and nurtured as the practitioners very effectively follow the procedures relating to sickness, accidents and medication. All staff are first aid trained and they are confident in describing ways to treat a child in need of urgent care. Risks of cross infection are minimised due to extremely stringent guidelines that are in place. Staff monitor each others' adherence to the health and safety procedures by noting any concerns in a daily log. This highlights when staff have, for example, not remembered to wear an apron or gloves to deal with bodily fluids, have worn inappropriate shoes or if they have noted a previously unforeseen risk during an activity. This highlights the emphasis that is placed on the observance of these procedures and also allows the manager to monitor the implementation of the policies that are in place and address with the relevant staff members. These systems ensure the children continue to be cared for in an exceptionally hygienic environment where their health needs are prioritised.

Although there is no outdoor space attached to the preschool, arrangements are made for children to go out regularly to benefit from fresh air and to enjoy the local environment. A large space is made available indoors for the children to practice their physical skills. The activities alternate to provide lots of opportunities for the children to use wheeled toys, practice their balancing or play with other varied and stimulating indoor activities. These help the children explore how their bodies work, for example, when they excitedly crawl through tunnels, show how they can balance on stilts or competently throw a ball through a target. Children confidently manipulate and handle small tools and develop their hand/eye co-ordination when they use scissors to cut out shapes from paper or a knife to cut up their fruit for their snack.

Children competently prepare nutritious foods which their parents provide for their snacks. This connection between home and the preschool reinforces the importance of healthy eating. Snack time is very well organised to allow children to choose when they wish to eat throughout the session. While the children cut up the malt loaf, fruit and wholemeal scones at the start of the session, they engage in animated discussion with the supervising member of staff, learning about the different types of food available to them. The food is then attractively presented allowing the children to self select from the choice available to them. Stick on pictures are

selected to correspond to the different foods on offer so the children are provided with a daily menu.

Children capably pour their own drinks, whenever they feel thirsty, from jugs that are accessible to them throughout the session. This helps them think about their own bodies' needs, developing their self help skills and independence. Staff chart the children's participation at the snack and water table so that they can scrutinize the children's food and water intake and note any deviations in this, as an additional tool to monitoring the children's health.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming and spacious environment. Informative posters, including those in community languages, help foster a sense of belonging for the children and their families. Toys and equipment are purchased from reputable suppliers and are regularly checked to ensure they are age appropriate and remain safe and suitable for the children to use. Child size furniture and storage equipment contribute to the child friendly environment provided.

Many features play a part in ensuring the setting offers a safe place for the children to play. For example, the preschool is reached by a flight of stairs that is secured by a large stair gate, allowing the children to freely move around upstairs. In addition, staff provide a good level of supervision at all times, working effectively as a team to ensure they understand their responsibilities during the session. They use suitable and clear explanations to inform the children of ways they can keep themselves safe. For instance, when going outside they explain about the dangers of cars and walking through the car park, as well as providing appropriate strategies for them to negotiate the stairs safely. The health and safety log contributes to the overall safety of the setting, highlighting any issues that need to be addressed. However, a staff resource area is freely open to the children. They therefore have access to unsuitable objects and some medical equipment that propose a potential risk to their safety.

Children are very well protected in the event of a fire as fire drills are practised very regularly, planned to ensure all children have the opportunity to participate and learn from the experience. The drills are very well documented and evaluated very comprehensively to ensure they are as effective as possible.

The children's welfare is safeguarded in the event of child protection concerns. The manager is particularly vigilant and very aware of her responsibility to protect the children in her care. She has successfully implemented child protection procedures and ensures the staff team have the most relevant and up to date information to enable them to successfully prioritise the children's well being.

Helping children achieve well and enjoy what they do

The provision is good.

Children happily enter the preschool where they soon settle at the activities available. The children make choices about their play from the selection of resources offered and are also able to choose from other toys and equipment that are stored in accessible storage furniture. This encourages them to be independent and satisfy their own interests. Themed activities, such as Diwali, are used to introduce the children to various activities that cover all areas of their learning. However, planning and assessments for children under three are based on the

Foundation Stage. This does not appropriately address their learning needs and their stages of development.

Children have lots of opportunities to experiment and explore through a range of natural materials. For example, they excitedly manipulate a tray of earth and mix it with varying amounts of water, observing the changing consistency and properties, while thoroughly enjoying getting messy. Children use their imaginations well when playing in the role play area, bathing their 'babies' and making tea for their friends. Children are learning to appreciate the written word and their love of books is encouraged because the preschool have a library system in place where the children can borrow their favourite books each week. This also provides a positive link with the home reinforcing the value of stories and reading.

Nursery Education

The quality of teaching and learning is good. Very comprehensive planning ensures that all areas of learning are fully met. The children's progress is very well documented using observations and evaluations. Observations at the beginning of the Foundation Stage inform an initial assessment of the children's starting points and continue to follow their achievements along the stepping stones towards the Early Learning Goals. The child's Key Worker identifies the next stages in the children's learning and uses this knowledge to contribute to planning meetings. This ensures the children's individual learning needs are planned for. Staff interact well with the children although there is an overuse of closed questioning and 'testing' the children. This does not provide the children with sufficient opportunities to express their own thoughts or challenge their thinking.

Children competently take turns when playing board and card games. They are very well behaved and are developing self help skills well, when using the bathroom, putting on their coats or at snack times. Their sense of community is nurtured through associations with local tradespeople in the nearby market and shopping centre.

Children are introduced to lots of descriptive vocabulary and enjoy using new and interesting words when discussing their sensory experiences whilst playing with the mud or custard. They are encouraged to share books and enjoy reading alone or listening to their favourite stories. They enthusiastically join in when singing songs and action rhymes and perform a puppet show where they are able to recall a favourite story. Educational computer programmes and letter games are used to introduce the alphabet and link the letters to the sounds they make. Children are encouraged to write their own name and use this skill purposefully when doing their signs for the puppet show or adding their name to a list to indicate whose turn will be next .

Children use numbers and counting throughout the preschool routine, when counting the numbers of bananas they are cutting up for their snack or the number of children who can play with the bikes and balls. Most children are able to count to at least ten and are familiar with numbers as figures when they are used in charts and posters around the room.

Children are learning about the world around them through very interesting, first hand experiences. For example, they have followed the seasonal changes in a tree near the preschool by documenting it through photographs throughout the year. This introduced many concepts such as the weather, and colours and textures. Using similar documentation methods and observations they also learn about the effects of decay on fruit and vegetables and the life cycle of a caterpillar, illustrating this by creating their own cocoons. Children are adept at using

information technology when they skilfully use the camera, the computer and radio controlled cars.

Children have many creative and sensory experiences when they play excitedly with natural materials such as custard and cornflour. They construct clay divas for Diwali and have explored the many patterns in the world around us; including those they create themselves using fabrics, paints and solid materials, such as building bricks and cardboard boxes.

Helping children make a positive contribution

The provision is outstanding.

Children are provided with a real sense of belonging and security because the preschool provides an exceptionally warm and very welcoming environment for all the children and their families. The staff team have learnt some key words in the languages used by the children who attend and have compiled a folder of vocabulary to use as a resource tool. Parents are involved in contributing useful words and phrases. Lots of resources reflect different cultures and backgrounds, specifically role play equipment, dressing up clothes and a wonderful range of multilingual tape and books. This contributes to the children feeling comfortable in their surroundings and promotes their self esteem.

Children are encouraged to appreciate all cultures and religions and those people less fortunate than themselves through valuable and meaningful activities and experiences. Staff skilfully use the children's own experiences to help them recognise the differences and similarities in the world around them. For example, when they think about Diwali and compare this to their own firework celebrations. Parents are also invited in to enhance the children's understanding, for example, by sharing their traditional sweets and showing the children how to wear a sari. Children celebrated the Harvest festival and were encouraged to think about people who do not have enough to eat by putting together a food hamper to give to a charity organisation. Very useful and beneficial links have been made with the local community who provide resources to enhance the children's experiences. For example, the greengrocer in the local market provided crates and dressings for the children to create their own authentic market stall for their Harvest. The children are currently participating in a shoebox appeal, where the children and their parents bring in useful items to put in a shoebox that is given to homeless children. Because the staff team encourage the children to be fully involved in the decision making for these projects, these activities help the children to focus on other people's lives and lifestyles and ways that they can make a difference to society even at a young age. Children are also being introduced to the concept of recycling and know which items go in the 'orange sack' or in the food waste bin. This successfully raises the children's awareness of their responsibility to the environment. The children's social, moral, spiritual and cultural development is fostered.

Children with learning difficulties and /or disabilities have their additional needs met very effectively. The staff team have forged very strong links with other professionals to provide a highly efficient support structure to effectively assist each child to progress to their full potential. Additional training provides the practitioners with practical skills that are used to support the children's learning. For instance, some staff routinely use makaton throughout the session to assist the children's language development. Comprehensive records and observations are maintained to monitor the children's development and, alongside regular reviews with parents and carers, are used to determine the involvement of other agencies that is required to successfully promote the outcomes for all children.

Children are very well behaved and are clearly very aware of the rules of the setting. They play co-operatively with each other and show care and concern for their friends. Staff manage any minor issues positively and use clear discussion and explanations to further develop the children's understanding of right from wrong. The setting seeks advice and guidance from the Local Authority support team to address specific behaviour management issues. This has resulted in individual programmes involving detailed observations to analyse triggers and situations that may provoke certain behaviour patterns, helping the children to ultimately manage their own behaviour. Parents are fully involved in all stages of the process to provide consistency.

The preschool works in exceedingly close partnership with parents in all aspects of the setting. This helps to contribute to a high level of continuity of care and parental engagement. Parents are invited to attend an induction week before their child starts. Staff take this opportunity to talk to parents and record the children's existing self help skills, their preferences and likes and dislikes and use this to inform initial planning.

Each child has a home link book in which staff provide written information about the child's day inviting parents to contribute any news and views from home. Parents are also provided with an 'activities at home' sheet that explains upcoming themes and related songs and activities that they can share with their children. For example, at harvest time the sheet suggested taking the children to see different breads in the bakery and simple recipes to follow. A regular newsletter also keeps parents informed about items of interest. The manager is fully aware of the complaints regulation and has a complaints log in place to share with parents. Parents also provide a range of consent to ensure their wishes are adhered to and they are able to access all the policies and procedures. These steps further enhance their involvement in their child's time at the preschool.

The partnership with parents and carers of children who receive nursery education is outstanding. Parents are provided with very high quality information about the Foundation Stage. A meeting is arranged at the start of term to introduce the parents to the elements of the Foundation Stage curriculum and each parent is consulted to assess their children's baseline by completing a detailed profile. Parents are kept very well informed of their children's progress through regular meetings and reviews, termly reports and open access to their children's files.

Organisation

The organisation is good.

The setting is well organised. A very efficient and committed manager leads a fully qualified staff team who work extremely well together to prioritise the children's wellbeing and provide an environment where children are mostly safe and protected. The manager continually monitors and reflects on the service provided and ensures the team share her goals by involving them in decision making and planning. Staff have opportunities to update their training to ensure they have the most up to date and relevant information to meet the children's individual needs.

The leadership and management of nursery education is good. The successful implementation of the Foundation Stage curriculum helps the older children develop their skills and work towards the Early Learning Goals. Staff mainly interact very well with the children supporting their learning in all areas. However, planning for the under threes does not sufficiently meet the different developmental needs of this age group.

Staff checks and a robust recruitment and induction process makes sure that the adults in the setting are suitable to work with children. All required documentation to support the children's

welfare is in place and comprehensively maintained. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection recommendations were set relating to the children's hand washing at snack times and the provision of snacks to meet the children's needs. Outcomes that promote the children's good health are now outstanding. Children wash their hands in facilities close to the snack table or in the bathroom and know why this is necessary before they eat. Snack times are very well organised and successfully develop the children's knowledge of healthy eating. A key issue for improvement identified at the last S122 (Nursery Education) inspection was to improve the planning of activities and systems to monitor the quality of teaching, to ensure there is sufficient challenge for older and more able children. Very comprehensive planning now ensures that all areas of learning are fully met. The children's progress is very well documented using observations and evaluations. The child's Key Worker identifies the next stages in the children's learning and uses this knowledge to contribute to planning meetings to ensure the children's individual learning needs are planned for. The manager continually monitors and reflects on the service provided through observations of staff practices and reviews of the children's files.

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 good.

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):

- ensure all potential hazards are inaccessible to children
- improve planning and assessments for children under three by using an approach in line with the Birth to three matters framework.

The quality and standards of the nursery education

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

- develop appropriate questioning techniques that challenge children's thinking and allow them to express their own ideas and thoughts.

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