

Trinity Road Preschool

Inspection report for early years provision

Unique reference number 402239
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Inspector Lynn Denise Smith

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Trinity Road Pre-school is privately owned and managed. It opened in 1967 and operates from a church hall in Chelmsford. The hall is on floor level providing easy access. An adjacent public grassed area is used for outdoor play activities. A maximum of 25 children aged from two to five years may attend the setting at any one time. The group is open three days a week from 09:30 to 12:00 during term time.

There are currently 27 children attending who are within the Early Years Foundation Stage (EYFS) years. They live in the local area and a number of children also attend a childminder. The setting is registered on the Early Years Register.

There are six members of staff, including the owner who manages the early years provision. Three of the staff, including the owner, hold other appropriate early years qualifications.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Staff demonstrate a sound knowledge of each child's individual needs to enable them to meet their welfare and learning requirements effectively in an inclusive environment. Children's safety is promoted as staff follow clear written procedures and thorough risk assessments are carried out indoors and outdoors. Children are provided with a range of planned and free play activities to enable them to make good progress, observations of their achievements are being recorded and staff are beginning to use these to inform individual planning. Staff share information with parents on a verbal basis and links are developing with other settings within the EYFS. A system for reviewing the provision and self-assessing their practices is beginning to be developed to enable staff to strive for improvements.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- review the use of adult-sized chairs for young children
- use assessment to plan the next steps in children's developmental progress and regularly review this approach
- ensure fresh drinking water is available to the children at all times.

The leadership and management of the early years provision

Children are cared for by a team of staff, some of whom have worked together for a number of years. Adults are getting to grips with the changes introduced by the

EYFS and are using observations effectively to plan individual learning activities for children. Staff develop and update their childcare knowledge through training and seminars. An informal staff appraisal system is in place which provides opportunities for staff to share their interests and discuss further training issues.

Clear procedures are in place for vetting new staff and volunteers. Clearance information is held on file. Appropriate records are in place detailing relevant information regarding children's details and the setting has a set of written policies and procedures which are shared with parents and staff.

Many of the changes introduced by the EYFS are beginning to be implemented, for example, staff are entering into a culture of reflective practice and self-evaluation to enable them to identify areas for improvement.

Children are kept safe as staff carry out regular risk assessments indoors and outdoors. Staff demonstrate knowledge of their responsibilities with regards to safeguarding children in their care.

The quality and standards of the early years provision

Children's welfare, learning and development needs are effectively met by a caring and committed team of staff. Children gain a sound understanding of how to keep healthy and safe as they follow the staff's clear directions, for example, they know that they need to take turns to line up to use the slide and that they need to sit down as they travel down the slide. A range of child-sized and adult-sized furniture is used throughout the session, some large chairs used for children during show and tell time at the end of the session are not appropriate to meet the children's individual needs. Children enthusiastically wash their hands before snack and after using the toilets. Adults act as good role models for children to follow. Children have fun being fit and active when they play on the grassed area to the side of the building. They also participate with exciting activities such as dancing with 'pom poms' and coloured strips of material. Children make choices about when they have their mid session snack as they choose when to visit the 'snack bar'. They are offered a good range of foods which include fresh fruit, chopped vegetables, breads and crackers. Children have some access to fresh drinking water, however, this is not readily available at all times.

Children play in a large church hall. The hall affords children a good amount of natural light and the premises are made welcoming and attractive as staff present colourful posters on low partitions around the room. Children have access to outdoor play as staff make use of an area of grass adjacent to the building. This area is used by members of the public, and although staff set up some temporary fencing in the summer, this is not always provided in the winter months when they play outdoors less often. Whilst this provision is well-managed and enables children to experience some outdoor play it does not allow staff to fully embrace the concept of free flow outdoor play detailed in the EYFS as they would like to do.

Children are settled, confident and comfortable in their pre-school setting. They approach staff with ease and enjoy the interaction they receive from the adults

caring for them. Children's individual needs are recognised by staff and effective procedures are in place to ensure that all children are cared for within the setting's inclusion procedures. Parents speak about the setting in a complimentary way detailing how comfortable they feel to approach staff and share relevant information with the staff. At present there is no formal process for parents to play an active role in their children's learning as staff are developing processes for displaying information about the planning and future activities. The setting has good links with local childminders and is developing further links with local schools and pre-schools working within the EYFS.

Children are actively engaged in a good range of planned and free play activities which help them to make progress in all six areas of learning. Staff are using systematic observations of the children's progress to inform their future planning and are in the early stages of creating individual learning journeys for each child based on their interests, likes and dislikes. For example, staff devise activities based on ideas and interests children bring into pre-school. Children are confident speakers and share real and imaginary experiences with their friends and the adults caring for them. They are beginning to make marks with a range of materials. Children are creative and enjoy expressing themselves through role play, crafts and music. They enthusiastically participate in favourite stories and songs, joining in excitedly at appropriate times.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

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.