

Trinity Pre-School

Inspection report for early years provision

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Inspector Julie Biddle

Setting address Trinity Church, Hindes Road, HARROW, Middlesex, HA1
1RX

Telephone number 07739549009

Email

Type of setting Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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 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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Trinity Pre-School is managed by a voluntary management committee, made up of pre school staff, church members and a parent representative. It is a registered charity managed by a board of trustees.

The pre-school opened over 30 years ago and has re-opened in 2009 in a new community hall within Trinity Church in the London borough of Harrow. A maximum of 26 children may attend the pre-school at any one time, there are currently 31 children in the early years age group on roll. Children have access to a secure enclosed outdoor play area.

The pre-school is open each weekday from 9.15am to 11.45am during term time.

The pre-school supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language.

The pre school employs five staff, including the manager. Over half of the staff hold appropriate early years qualifications.

The setting is registered on the Early Years Register and the compulsory part of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have created a warm, welcoming atmosphere meaning children are happy and settled as they learn and play. Children enjoy a stimulating and interesting balance of adult-led and free-choice activities each day, keeping them busy and occupied. Inclusive practice is promoted throughout the setting, ensuring all children are included at their personal developmental level and able to fully participate in all activities offered. Good partnerships have been established with parents and other professionals to ensure children are further supported. Most of the necessary documents are in place. There are suitable self-evaluation procedures in place, meaning the manager and staff group are able to identify their strengths and weaknesses within the setting.

What steps need to be taken to improve provision further?

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

- update the record of risk assessment to include any assessments of risks for outings and trips
- continue to develop the outdoor area
- continue to develop the observational, assessment and planning systems

The effectiveness of leadership and management of the early years provision

The setting displays a strong commitment to keeping children safe. There are, for example, clear procedures in place to ensure that staff working directly with children are suitable. The pre-school has in place a robust recruitment procedure that includes Criminal Records Bureau (CRB) checks, and a detailed induction period. Individual skills of the staff team provide a wide expertise, which is well used to provide a rich learning environment. Effective deployment of staff ensures that children are well supervised, which promotes the safety of the children. Systems for recording visitors to the group are good and staff are very aware of the procedures to follow to ensure unvetted persons do not have unsupervised access to the children. Staff have a good understanding of the safeguarding children policy and know what action to take if they were concerned for a child's well-being. Daily safety checks ensure the premises, toys, equipment and activities are suitable and safe for the children attending. Written risk assessments are undertaken which identify hazards and enable the staff to address and minimise these hazards. Children are kept safe on outings as the staff follow the appropriate procedures for outings, however outings are not included in the recorded risk assessments.

Parents or carers are warmly welcomed into the pre school each day and staff are always available to talk to parents about their child. Staff regularly share information about their child's development and progress. Newsletters and notice boards provide parents with information about local services for children and current topics their children are involved in. Parents are united in their praise of the pre school, they comment on the caring professional staff and the wonderful experiences their children have because of this.

An inclusive environment is created within the pre-school which ensures that children have their individual welfare needs met and that they achieve well. For example, the setting takes a proactive approach and works well with parents/carers and external agencies in order to help support all of the children.

Children are encouraged to learn about their own culture and those of others both in the pre school and in the wider community. Resources and the celebration of special festivals support this knowledge. In addition, they ensure that key words in the child's home language are sought to help children during the settling in process.

The dedicated manager and staff work very well as a team, working closely together, promoting good quality care for all the children. The manager is committed to ensuring her staff are suitably trained and can access training throughout the year, meaning staff are enthused in their work with the children. The manager has a clear commitment to the continuous improvement of the pre-school. She demonstrates a good understanding of the strengths and areas for improvement and so improving outcomes for children.

The quality and standards of the early years provision and outcomes for children

Staff are caring and attentive to the children's needs and focus is on supporting their play. Therefore, children are making steady progress in their early development. Staff effectively support children's language and extend their thinking with challenging open-ended questions that encourage the children to think for themselves. For example, staff ask 'What has happened to the torch? Is it broken?' children confidently reply 'The battery has broken'.

Staff encourage children to express themselves creatively through, for example, as they make pictures with feathers using pictures of birds to stimulate their imagination. Children have such fun as they decided which feathers to use as they look at pictures of birds in books. Staff support is appropriate and enabling. Children draw and mark make with a variety of writing materials. For example, they thoroughly enjoy drawing with pencils and crayons. They unroll a huge piece of paper on the floor allowing them to draw on big pictures with their friends. Art and craft activities help children to express their own ideas using a good range of resources and media.

There are effective systems in place to identify children's starting points. Planning, observation and assessment are successful and assist staff to support children, however, staff are working to update and change their recording systems to further support children. Observations help to identify the next steps in the children's learning and ensure children are actively engaged whilst in the setting.

Staff within the pre-school demonstrate a clear understanding of how children's good health is promoted. Children are provided with a varied and nutritious diet that includes fresh fruit and vegetables. Children are becoming independent at snack time they decide when they want to eat at the café style snack table and help pour their own drinks. Children talk enthusiastically about the warm pita bread and their favourite fruits. Their physical development is promoted as they balance on beams, bounce on a trampoline and dance with scarves. Children enjoy their time in the garden and are involved in encouraging birds to visit their new bird house, however, this area is not used to its full potential. Children enjoy their play and learning through a variety of activities and experiences, both inside and out. Children have a wonderful time as they play in the snow, they build snowmen and discover what happens to snow when it is taken inside.

Children enthusiastically join in with familiar songs and really enjoy using musical instruments as they tap out rhythms confidently counting as they do. They also enjoy selecting books to look at by themselves as they sit in the cosy book corner. Consequently, they are learning how to handle books and the pleasure of reading them.

Children learn about keeping safe within the pre-school. They take part in regular fire drills which ensures they learn about how to evacuate the building safely. They are also reminded about the importance of not running indoors. Children behave well, working cooperatively with each other during their play. Staff effectively

maintain clear behavioural boundaries so that children know what is expected of them. Children are confident and chatty, talking about what they are doing during their play. They are encouraged to have good manners and to be kind to each other.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met