



Trinity Pre-School

Inspection report for early years provision

Unique Reference Number	EY244005
Inspection date	18 October 2005
Inspector	Susan Jennifer Scott
Setting Address	East Borough School, Vinters Road, Maidstone, Kent, ME14 5DX
Telephone number	01622 755474
E-mail	
Registered person	Trinity Pre-School
Type of inspection	Integrated
Type of care	Full day 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 Pre-School opened at its current setting in 2001. It has previously been operating for over 30 years and has operated from three different sites. It operates currently from two rooms and a large foyer in a modern building. It is situated on the site of East Borough School in Maidstone. A maximum of 30 children may attend the nursery at any one time. The pre-school is open each weekday from 09.00 till 12:00, 12:00 - 13:00 and 13:00 - 16:00, except Friday's when it closes at 13:00, during term

times only. Children may attend a variety of sessions. All children share access to a secure enclosed outdoor play area.

There are currently 52 children aged from 2 to under 5 years on roll. Of these, 34 children receive funding for nursery education. Children attend from the immediate and surrounding areas. The nursery currently supports children with special educational needs, and also supports children who speak English as an additional language.

The pre-school employs 6 staff, 4 of the staff, including the manager hold appropriate early years qualifications. One member of staff is working towards a level 2 qualification.

The pre-school is a member of the Pre-School Learning Alliance and is managed by a voluntary committee.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children play in a clean and tidy environment where they learn to follow appropriate hygiene practices. Children can access tissues and the bins nearby for themselves, these are clearly visible prompting them to acknowledge their personal needs. There are helpful signs and pictures prompting them to wash their hands but staff do not always remind them to wash, or check that they have done so. This results in some children failing to wash their hands after using the toilet. After the snack, staff explain to the children why they need to clean themselves and emphasize the importance of wiping their faces and hands.

Children enjoy a varied range of activities, which helps to promote their good health. Topics at the start of the year encourage them to become aware of, and understand, the need for personal hygiene, a good diet and adequate rest.

Children who are infectious do not attend, thus preventing the spread of contagious ailments. Staff are able to consult information from the Health Protection Agency on common illnesses and how to protect children from infections. For example, there is information on headlice and how to treat these.

There are no appropriate nappy changing facilities which restricts the setting to accepting only children who are toilet trained. The staff have encouraged parents to come and change children if they are not fully toilet trained and though this has been done willingly, this does not promote inclusion well.

Parents give prior written consent to administer medication that ensures children receive the correct dosage according to their needs. Medication records and children's individual records contain appropriate information to guide staff.

Several staff hold current first aid certificates which are displayed. This means that

parents are assured they can give appropriate care if there is an accident or injury.

Children receive a range of healthy snacks, such as toast, or pasta, encouraging them to develop healthy eating practices and try new foods. Staff gather all relevant information regarding dietary and medical needs and ensure that this information informs their practice. For example, staff responsible for snacks and drinks review the notice to ensure the safe care of individuals. This ensures children's individual dietary preferences and medical needs are met.

Children are able to bring a packed lunch and the storage facilities for the food provided are adequate. Fresh drinking water is available at all times from the fountain and children confidently help themselves. This encourages children to think about their personal needs such as thirst.

Children move confidently and in a variety of ways. They are competent when using the climbing frame. They show good co-ordination when pedalling, steering and running. Children regularly enjoy a range of activities that contribute to their health and develop their physical skills. Large play equipment in the outdoor area gives children the opportunity to practise and develop physical skills.

Children's fine motor skills are developing well. They are competent when selecting and using small equipment such as paintbrushes and the sellotape dispenser. Children enjoy using a variety of construction equipment and frequently use paper, card and wool in their craft activities. Children confidently practise using small tools such as hammers, wood and nails. Children are beginning to develop their skills when they use small knives to spread their toast at snack time.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children arrive happily and settle well. They enjoy using the warm, clean and welcoming environment with displays of their work such as the painted foot prints. This shows that staff value children's contributions.

Children have easy and safe access to a good range of toys and resources appropriate for their age and stage of development. Resources are used skilfully by staff to meet the needs of the children; there is a system of 'open' or 'closed' signs used. This encourages children to explore all the options by varying access to resources. Children are very interested in the resources and equipment and are well occupied.

Toys and resources are carefully selected and regularly checked to ensure they are suitable for children.

Children play and learn in a secure environment where they can move around safely. All areas are planned well to enable children to experience small and large groups as well as opportunities for individual play. Children have choices and independent access to a variety of play.

Good staff interaction helps develop children's awareness of safety within the setting. For example, staff give high priority to helping children understand how to keep themselves safe and instruct them appropriately about using hammers and nails.

The premises are very secure and there are good procedures in place to prevent unwanted visitors gaining access. The gate is locked when children play outside and unlocked to allow parents access just before the end of the session. There are effective procedures for the safe arrival and departure of children, and parents are greeted at the door by staff. There are good systems in place to ensure children only leave the nursery with known and approved adults.

Children and staff practice the emergency evacuation procedures on a regular basis. This helps children become familiar with the routine in the event of an emergency.

Children enjoy their play in a safe environment. Regular risk assessments, indoors and outdoors, ensure children's safety. Children are beginning to show awareness of what is safe and what is not. They respond to good routines and gentle reminders that help them learn about safety within the setting. For example, children are reminded of safety when staff ask good questions about fire and 'Who do we go to for help?' The children respond with answers which show they think about safety.

Staff have attended training and are aware of child protection procedures. This promotes and safeguards children's welfare within the setting.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy a good range of activities that are stimulating and well balanced for all ages. A good balance of adult and child initiated activities help children to make progress in all areas of learning. Children are interested in the activities available and spend time concentrating on self-chosen activities.

Children benefit from visitors to the group, such as the Firemen and fire engine. This enables them to learn about their community.

Children develop a healthy interest in books and enjoy stories. They can choose from two selections that are for older or younger children. They benefit from staff reading to them and asking good questions to develop their language skills.

Staff encourage young children to express their thoughts and feelings. When singing they mimic emotions through gestures and expressions. This encourages young children to make themselves understood through language and actions.

Children's creative and imaginative development is encouraged through activities such as art and craft, junk modelling, painting, listening to and playing music, singing, dancing, role-play and dressing up.

NURSERY EDUCATION

The quality of teaching and learning is good.

Children's assessments are regular and frequent and covers their progress in all six areas of the curriculum. The planning of activities is linked to the assessments of children. Children make good progress because the staff use planned and spontaneous opportunities to encourage their learning. Children respond positively to staff, develop good social skills and behave well. They are actively involved in their learning. Children enjoy responsibility, for example, they all recognise the signal to begin to finish their free play and to start to tidy up.

Children's personal and creative development is successfully encouraged through practical indoor activities such as action songs, which they perform using different emotions such as sadness and anger. This enables children to increase their understanding of emotions and recognise the different types of expression. Children speak confidently to their peers and adults. They talk openly during circle time about themselves and their families. Children are learning to negotiate well and to express their experiences during a good range of role-play situations. For example, pretending to shop, to cook, and to look after 'babies' in the role play area.

Children develop their communication and language skills when they explore topics about their families and are encouraged to bring in family photographs. Staff encourage them to discuss their home lives. This enables them to feel valued. Children have varied and interesting opportunities to use chalk boards, name labels, cards, shapes and stencils which develop their writing and reading skills. Most children recognise their names on coat pegs and labels which are used during routines.

Children count confidently during circle time and are beginning to recognise numerals. They count the numbers of children, and name shapes which are displayed. Children enjoy activities such as cooking, weighing and measuring ingredients. They also enjoy using peg boards and threading activities, developing their understanding of colour, pattern and sequence from templates or plans. This practice provides good challenges for children as they can select ideas appropriate to their levels of skill and confidence.

Children investigate using their senses. They discuss similarities and differences using natural objects such as seeds and leaves and compare hard, uncooked pasta with soft, cooked pasta. Children have very good access to stimulating construction resources. Children are confident in using information and communication technology. Children build their understanding of the environment, when discussing Halloween and talking of bats and their habitats. Children's knowledge and understanding of the world is reinforced through interesting topic activities such as 'Lifecycles'. They grow flowers from bulbs, draw pictures of these and learn what is needed for growth.

Children use their senses to explore and describe experiences such as tasting and smelling food, listening to music and feeling a range of textures. They enjoy singing sessions and have a good repertoire of songs and action rhymes. Children's creative development is successfully encouraged through practical indoor activities such as action songs, which they perform confidently and with great enjoyment. Children

experience stimulating opportunities to paint, and their pictures are attractively displayed to support topic work, for example, pictures of their feet are displayed for the topic 'Ourselves'. They experience frequent opportunities for imaginative play in the role play area which stimulates their imagination with a variety of resources.

Helping children make a positive contribution

The provision is good.

Children have opportunities to celebrate varied festivals such as Diwali and Chinese New Year. This enables them to develop a balanced view of society. Children learn to accept differences, and access a range of activities and resources reflecting positive images. They are encouraged to feel good about themselves and learn to show respect for others.

There are good systems in place to support children who have special needs. Children's needs are well planned for and close liaison with parents and outside agencies enables effective progress. Children with special needs benefit from consultation with the local authority Special Needs Co-ordinator though consent to do so is not formally recorded. Children's individual needs are assessed and staff plan for these using clear Individual Education Plans. This identifies the next steps for their progress. Children benefit from these plans and parents sign and comment on these. Staff successfully adapt activities to ensure all children are included. Children and adults with physical disabilities can benefit from wheelchair access that allows free movement within the setting.

Children behave well and respond positively to reminders of appropriate behaviour. For example, staff encourage them to express their response to food they don't like when by responding with 'No thank you'. Children benefit from lots of praise and encouragement and from some basic ground rules that are consistently applied. All children help in tidying away before snack time. Staff make expectations of behaviour clear and help children understand right from wrong. Children learn important social skills such as sharing and listening to each other. Spiritual, moral, social and cultural development is fostered.

Children benefit from the newsletters which keep parents informed of activities. Parents are given a prospectus which is informative, helpful and has good quality information about the setting. Children settle quickly because parents are encouraged to stay if they need support at first. Parents confirm they are pleased with the service their children receive and staff encourage them to come to discuss any concerns or the progress of their children's progress.

Partnership with parents is good.

Parents receive good information about the foundation stage. Children benefit from staff sharing verbal information with parents about their progress. The record of transfer is provided when children leave the setting. There are good written records which parents can access, as well as informal systems for sharing of children's achievements but there is no system to ensure that every parent sees their children's detailed and informative records.

Organisation

The organisation is good.

The setting meets the needs of the children for whom it provides.

The premises are spacious and organised well so that children have good choices and feel secure. There are clear routines which are consistently used by all staff, promoting a sense of familiarity amongst the children. Staff caring for children are experienced and have a clear understanding of their role. The staff work effectively as part of a team and experience clear leadership from the supervisor and the management committee. The documentation is well organised and secure. The procedures are understood by staff and used effectively to promote the welfare and development of the children. Records are used by staff to enable appropriate care to be delivered to suit individual needs and information is shared with parents on a regular basis.

Leadership and management are good.

Staff work well as a team and clear communication and guidance allows them to provide a stimulating well-balanced programme. There are regular appraisals that identify training needs and staff are encouraged to enrol on relevant courses and sometimes cascade these. This benefits the children as staff have the latest and most relevant information available.

There are clear aims for the provision and staff are made aware of these during meetings and appraisals. Staff understand their role and responsibility. They have the opportunity for professional development and the management committee actively encourage staff to attend training.

Improvements since the last inspection

Good progress has been made in addressing issues identified at previous inspections.

Staff are aware of the documentation, policies and procedures which have been up-dated by the management committee. Children benefit from this as staff are guided by the latest and most relevant information available to guide their care.

Children are protected by the staff's knowledge and understanding of safety and security during the sessions.

Complaints since the last inspection

There have been no complaints 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

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):

- review hygiene procedures to ensure that children are washing their hands after using the toilet
- develop a system to ensure that activities and assessments for children under three years are appropriate, using the Birth to three 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):

- ensure there are systems in place to promote regular consultations with parents

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk