



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 128489

DfES Number: 510087

INSPECTION DETAILS

Inspection Date	28/02/2005
Inspector Name	Theresa May

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Trinity Hall Kindergarten
Setting Address	Hermon Hill South Woodford South Woodford London E18 2QQ

REGISTERED PROVIDER DETAILS

Name	Mrs Maureen Cassidy
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ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

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 the London Borough of Redbridge.

A maximum of 62 children can attend at one time. At present there are 59 children on roll. Of these 25 receive funding for nursery education.

The nursery is currently supporting 3 children with special needs and no children at present are being supported where English is an additional language.

The group opens five mornings a week in term time only. Sessions are from 9:30 am to 12:00. The lunch club is from 12:00 to 13:30. Children attend a variety of sessions.

There are ten 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 Partnership and is participating with the Quilt quality assurance scheme.

How good is the Day Care?

The quality and organisation of the day care is good. Over half of the staff have an early years qualification and there is a commitment to training through the Early Years Partnership. The pre-school organises the space and materials effectively for the children allowing them to make choices. There are a wide range of toys and equipment which meet the children's individual needs and help to create a stimulating environment for the children. All the required documentation are available, however documentation lacks consistency.

The premises are clean and well maintained. They are safe and secure with effective systems for the arrival and collection of the children. Staff have good hygiene routines with the children. All children are treated with equal regard and

there are systems in place to identify support and include children with special needs. The staff are aware of child protection issues and understand how to progress concerns.

The staff observe, record and plan a range of activities for the children which promote their learning and development. There is a key worker system in place and the staff know the children well. The children are happy and settled. The children are praised and encouraged during their play. The children behave well and were happy to share and co-operate with each other.

The pre-school work in partnership with the parents. They are welcomed in to the nursery, offered a settling in period and information is obtained from the parents regarding the care of the children. This is recorded and parents wishes are respected. Parents are informed about their children verbally on a daily basis and receive a final report of achievement when they leave. There is a parents prospectus for them to refer too.

What has improved since the last inspection?

Since the last inspection the pre-school have developed their operational plan. This now includes a sick child policy to ensure parents are aware of children who are contagious or infectious are not admitted into the pre-school. The complaints procedure includes Ofsteds address and phone number for parents if they wish to contact the regulator. There is now a procedure if a child is lost or uncollected which informs staff and parents what to do in the case of an emergency. There is a no smoking policy to promote health and hygiene. A record of all visitors is kept to ensure safety and security of the children. All documentation is kept secure in a lockable cupboard for security.

What is being done well?

- The staff have good relationships with the children. They listen and value what children say, they talk with them about what they are doing, they give them praise and encouragement. The children appear happy, settled and are well behaved. They listen and co-operate with each other and adults.
- The space available is planned effectively so there are areas for rest and play. The children have room to move comfortably and are able to access the activities.
- There are a wide range of toys and equipment which meets the children's needs. It is accessible for the children so they are able to make choices and decisions in their play.

What needs to be improved?

- the documentation

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

N/A

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
14	Ensure that all documentation is collated and consistent.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Trinity pre-school enables children to make generally good progress towards the early learning goals with some very good aspects.

The quality of the teaching is generally good but has some inconsistencies. Staff are deployed effectively, child to staff ratio's are maintained. Staff have good relationships with children and know them well. They manage the children's behaviour effectively by building on their self esteem. Planning covers all aspects of the six learning goals, however not all staff have completed training in the foundation stage. This results in missed opportunities to progress children's learning.

Leadership and management is generally good. The proprietor manager leads by providing a good example as she is a 'hands on' and works as part of the team, however there are few systems to regularly monitor and evaluate staff development and what is being provided.

The partnership with parents is generally good. They receive a prospectus and a regular news letter. There are open mornings and staff talk to parents each day about there child's well being, however parent's only receive a record of their children's developmental achievement when they leave.

What is being done well?

- Children's behaviour is good, they are able to share, take turns and show concern for one another.
- Children's early reading and writing skills are developing well. The older children know their letter names and sounds.
- Children can count to 10 confidentially and some to fifteen.
- Staff foster good relationships with children.

What needs to be improved?

- monitoring of staff development in teaching and learning
- system of regularly informing parents of children's progress
- mathematical language used in every day activities
- spontaneous creative opportunities

What has improved since the last inspection?

Improvements since the last inspection have been generally good.

There have been planned opportunities for the children to visit and observe the local area through walks in the vicarage garden and walking to the local school.

Parents have been more involved with their children's learning through having a parent rota to help with fruit and story time. Also an open morning is now held where children's work is displayed and the staff are available to discuss children's development with parents. However written information on the children's progress towards the early learning goals is limited to the a final record of achievement when the children leave.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children concentrate well during small and large group activities. They are encouraged to help with keeping the environment tidy. They behave well, take turns and show concern and support for one another. There are friendships between the children and they have good relationships with adults. Staff help develop the children's self esteem by praise and encouragement.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children listen well and contribute to group discussions. They know letter names and sounds. Labelling on posters and name cards are used effectively to develop children's early reading skills. They ascribe meaning to marks. Staff develop children's language through interaction and facial expression.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are learning to count confidently to ten and some to fifteen. They are able to do simple subtraction as they participate with enthusiasm when singing number rhymes. They are able to recognise and name some shapes. However staff do not encourage children to use mathematical language in their play and they miss opportunities to introduce simple calculations or problem solving in regular routines.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children explore natural materials through planned themes, for example, Autumn collages and by free play with water. They have access to technology such as the tape recorder, lap top and other programmable toys. They are able to build and assemble with a range of construction toys. They find out about each others differences and similarities through celebrating cultural festivals. There are planned trips to the local community, however these are once a term .

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move confidently and demonstrate good awareness of space as they move a round the different parts of the class room. They use pencils, paint brushes and scissors with increasing skill. They are developing an awareness of how to stay healthy through good hygiene practices. The outdoor area is rarely used in the winter months, however there is planned opportunities for children to refine their skills of jumping, sliding, climbing and balancing on large indoor equipment.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children join in enthusiastically with singing songs and musical games such as musical chairs. They use the resources well in the role play area to support their imaginative games. Creative activities are planned for the children, however there are less opportunities for children to spontaneously self select a range of materials and express their own ideas freely.	
Children's spiritual, moral, social, and cultural development is fostered appropriately.	

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Opportunities for children to freely select materials and create spontaneously.
- Develop monitoring and evaluation systems to regularly identify and to develop staffs delivery of the foundation stage.
- Devise a system for informing parents of their children's development in the foundation stage.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.