

# Trinity Road Preschool

Inspection report for early years provision

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**Unique reference number** 402239  
**Inspection date** 22/06/2011  
**Inspector** Lynn A Hartigan

**Setting address** Holy Trinity Church Hall, Trinity Road, Chelmsford, Essex,  
CM2 6HS

**Telephone number** 01245 353430

**Email**

**Type of setting** Childcare on non-domestic premises

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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*.

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## Description of the setting

Trinity Road Pre-School has been registered since 1967. It is privately owned and run by a manager. The pre-school operates from the Holy Trinity Church Hall, in Chelmsford, Essex. There is an enclosed garden available for outdoor play.

The pre-school is registered to care for 25 children at any one time, aged between two and five years. There are currently 36 children on roll. The pre-school opens three days a week, Monday, Wednesday and Friday from 9.15am until 12.15pm during school term times. The provision is registered on the Early Years register. There are strategies in place to support children with special educational needs and/or disabilities and children learning English as an additional language.

The pre-school employs six members of staff, including the manager, of whom four have appropriate early years qualifications. Several members of staff are currently training.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare requirements are met to a good standard as they receive good care and attention, have fun and make good progress with their learning and development. Children happily participate in a range of activities and have opportunity to initiate their own play indoors. However, opportunities in the outdoor environment are more limited. Planning of some activities include opportunities for children to develop their understanding of diversity. An effective and systematic approach to self-evaluation continues to be developed. However, there are realistic plans in place for the continuous improvement of the pre-school to improve the outcomes for children. Very good partnerships with parents have been established and are valued by staff who have also developed some good links with other early year's settings.

## What steps need to be taken to improve provision further?

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

- review the organisation and planning of the outdoor learning environment to provide children with more opportunities to initiate their own play in all six areas of learning
- ensure self-evaluation clearly identifies specific areas for future improvements in practice, and the impact on outcomes for children
- enhance the two-way flow of information with parents; this refers to who has legal contact with the child; and who has parental responsibility, also, update the complaints procedure and ensure policies and procedures are readily available for parents.

## **The effectiveness of leadership and management of the early years provision**

Good procedures are in place to ensure all staff and volunteers working at the pre-school are suitable to do so. A safeguarding policy is understood by staff members and underpins practices, ensuring children's well-being is not compromised. Safeguarding training is completed whenever possible to ensure staff are up-to-date with current legislation. The premises are secure and a visitor's book is used. Parents sign their children in on arrival and out on departure and therefore an accurate record of visitors and children present is logged.

Good staff ratios and regular volunteers attending ensure children receive quality care and attention. The large hall is welcoming to children and their families as the staff work hard within the restrictions imposed to ensure it is child friendly, bright and inviting. Children can initiate their own play and learning more easily within the indoor environment and plans to enhance this further are in place, for example, by the introduction of 'choice books' to assist children in selecting the quality toys and resources that are available.

The manager and her staff are committed to provide a good standard of care and education. A written self-evaluation process is not readily available and continues to be developed to include all staff, children and using parents' comments. Staff consistently work hard to ensure communication systems for parents and carers are accessible. However, not all policies and procedures are easily available and the complaints procedure is not regularly reviewed. Very strong partnerships with parents and carers have developed and the provision effectively offers parents the opportunity to influence some decision making.

Several noticeboards display useful information for parents. Newsletters and snack menus ensure parents are informed with regard to the children's day at pre-school. Parents and carers are warmly welcomed into the pre-school and are encouraged to settle their child. Parents and carers speak very positively about every aspect of the care and education their children receive.

Effective working relationships continue to be established with other settings that deliver the Early Years Foundation Stage. Some links have been established with the local primary schools to ensure transition to full-time school is a positive experience for children. The pre-school are effective in supporting children who require additional help. For example, the good staff ratios, strong links with the area SENCO and good working partnerships with parents, ensure the outcomes for children with special educational needs are good. The staff are able to demonstrate a commitment to identifying any child's needs who may require additional support. As a result, all children are effectively supported and reach their potential.

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

Children are cared for by staff who have a clear understanding of how children learn and develop. They are able to play in a clean, bright and welcoming hall, offering a good selection of activities and learning opportunities. Staff are intuitive of the children in their care and aware of the individual learning needs. As a result, children make good progress through the early learning goals. Secure arrangements with regard to observations and assessments ensure the children's next steps in learning are now clearly identified and inform the planning process, ensuring sufficient challenge is offered to more able children.

Equal attention is given to all six areas of learning and children are encouraged to initiate their own play within the indoor environment. Staff ensure that designated areas for learning are set out daily. For example, a cosy book corner offers a wide selection of books which include dual language stories. There is a maths corner where children enjoy activities to develop their understanding of simple maths and solving problems. Children sit and concentrate on sequencing games, threading and counting beads whilst making necklaces. They discuss the shapes of the beads. Number lines displayed within the hall and the opportunity to sing favourite counting songs reinforce the children's understanding of number and simple sums.

Children have great fun using the dressing-up clothes. Some can independently dress themselves using the Velcro, buttons and zips. Younger children confidently approach the staff, who are on hand to help. Children move freely from one activity to another, dressed as princes and princesses. Children have a variety of opportunities to develop their skills for the future in their everyday play. For example, they have regular opportunities to use a laptop, programmable toys and remote-control cars. They can explore and discover using natural materials such as, bark, shells, cones and leaves. They show great excitement when they find spiders and watch their movement. However, learning opportunities that cover all six areas within the outdoor play space are more limited due to the restrictions of the premises.

Children relish their time outdoors and have fun participating in make believe games. They excitedly talk about a lion that is hiding behind the fence and children guard this space. They pick flowers and leaves and offer them to the staff. They run and use hoops with skill, negotiating the space well. They are able to develop their physical skills when they use the balancing bar and slide. However, using the garden is viewed as an outing as there is not a permanent fence. A temporary fence is often used to secure this space, and this enables staff to offer a wider variety of activities.

Children's health and welfare is promoted to a good standard. Individual dietary needs and allergies are catered for within the provision of healthy snacks, and good strategies in place ensure these are met. Children enjoy a hearty snack of buttered fruit loaf, strawberries and bananas. They choose when they want snack and sit in small groups as this is regarded as a social time where children relax and engage in conversation. They are encouraged to be independent and some are

able to pour their own drinks. Good processes are in place protect children from cross-infection, such as, the use of liquid soap and a fresh flannel and towel at every hand wash. Children are beginning to understand the importance of staying safe and this is supported by arranged visits to the pre-school from the local fire and police officers.

Staff are good role models and speak to the children with respect and kind positive language. As a result, children's behaviour is very good. Children appear confident and caring and their self-esteem is developed through the pre-school's consistent approach to behaviour management.

Children are able to learn about the wider world as they celebrate some different cultures and traditional days. These are incorporated within the planning. Visual prompts are also available throughout the setting and staff work closely with the parents and carers, for example, using time lines and emotions posters. Some pictures that reflect diversity are also displayed and prompt conversation with regard to individuality. The pre-school has some toys and resources that represent diversity which enables children to have an understanding and embrace differences.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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