

# Trinity Hall Kindergarten

Inspection report for early years provision

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<b>Inspector</b>	Jane Davenport

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<b>Type of setting</b>	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 Hall Kindergarten was registered in 1998. It is owned by an individual proprietor and operates from adjacent buildings within the Holy Trinity Church site, situated in the South Woodford area of the London Borough of Redbridge. Children share access to three enclosed outdoor play areas. The kindergarten is registered to provide care for no more than 62 children from the age of two to the end of the Early Years Foundation Stage any one time. The kindergarten is a term time only provision and operates every weekday morning from 09.15am to 12.15pm. Afternoon sessions operate on Monday and Thursday afternoons from 12.40pm to 3.00pm. A lunch club operates on Tuesdays, Wednesdays and Fridays from 12.15pm to 1.30pm. The kindergarten is registered on the Early Years Register and is in receipt of funding for the provision of free early education. There are currently 90 children in the early years age range on roll who attend a variety of different sessions. The kindergarten supports children with special needs and/or disabilities and also children who have English as an additional language.

The kindergarten employs 10 members of staff, including the manager, all of whom hold an early years qualification. The nursery receives support from the Early Years Pedagogy Advisory Team, is a member of the Pre School Learning Alliance and is participating in the Quilt quality assurance scheme.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children are valued as individuals and are warmly welcomed into the kindergarten. They participate in an excellent range of child-chosen and adult-led activities and are making very good progress towards the early learning goals. Partnership with parents is a particularly strong aspect of the setting, with excellent strategies in place to share information and encourage parents to be fully involved in their child's learning. Leadership and management of the setting is strong. Methods for self-evaluation are evolving but staff demonstrate a good capacity for maintaining continuous improvement.

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

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

- develop systems for monitoring and evaluating practice to identify the setting's priorities for development that will improve the quality of provision for all children.

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

Safeguarding at the setting is good, because comprehensive policies and procedures are implemented to ensure children are safeguarded from harm or neglect. Staff have a good knowledge of safeguarding and child protection issues and are aware of the procedures to follow if they should have any concerns about the welfare of a child in their care. Risk assessments are carried out regularly and are documented to minimise risks and ensure children stay safe. Staff provide a high level of supervision indoors and outdoors, and are vigilant to ensure children's safety at all times. There are robust systems in place for staff recruitment and vetting, and rigorous systems in place for parents to follow when collecting their children. Visitors to the setting are required to identify themselves and sign the visitors' record, which further protects children. Effective use is made of the outside play space and children use a range of equipment that is safe and suitable for their ages. Documentation is generally maintained to a very high standard.

Resources are plentiful, well maintained and organised very effectively to enable children to self select from the wide range of toys and play things on offer. Staff work hard each day to set up an attractive, nurturing and stimulating environment that appeals to all the children's individual needs, likes and interests. As a result, the provision is effectively organised to promote a fully inclusive environment for all children. Children with special educational needs and/or disabilities and those who have English as an additional language are supported well and resources, such as right and left handed scissors, ensure all children are able to participate in activities. Children are encouraged to respect diversity through the provision of positive images of the diversity of people society in books and other resources. The setting also celebrates the different cultural and religious festivals in imaginative ways. For example, during Chinese New Year, the home corner was converted into a Chinese restaurant with lanterns made by the children and Chinese food, which they ate using chopsticks.

Partnerships with parents are excellent. They are warmly welcomed into the kindergarten every day to discuss their children's ongoing achievements and participation in the group. Parental comments indicate they are very pleased with the provision and care their children receive. They say their children enjoy coming to the kindergarten and that the very kind and welcoming staff provide 'a fun learning environment that is warm and homely'. Parents are very supportive of fundraising activities and are fully involved in their children's learning. They come in to take part in activities and are consulted about festivals and special occasions. For example, to celebrate Australia Day, a parent brought in a didgeridoo, a boomerang and some toy Australian animals and talked to the children about life in Australia; the children thoroughly enjoyed this and learned about life on the other side of the world. Partnerships with other providers and outside agencies are good and information is shared effectively to ensure continuity of care and smooth transitions to full-time school.

Management and staff are reflective about the service they offer and use different methods of self evaluation. For example, they participate in the QUILT quality

assurance scheme and have a planner for staff training to ensure that planned courses meet staff's training needs and benefit the setting. Since the last inspection, staff have attended training in, amongst other things, safeguarding, behaviour management, effective transitions and a 'communication, language and literacy' workshop. A written self-evaluation is in place, which accurately identifies what the setting does well, but does not currently include areas that staff would like to develop further. Nevertheless, recommendations from the last inspection have mostly been met and staff at the kindergarten demonstrate a good capacity to maintain continuous improvement.

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

The staff have a secure understanding of how to plan and deliver a stimulating and effective programme which takes account of children's individual needs and interests. As a result, children arrive happily, settle quickly and remain productively engaged throughout the session. Children arrive to find an interesting range of activities laid out for them to choose from. Staff demonstrate a confident knowledge and understanding of the Early Years Foundation Stage and are effective in helping children to make excellent progress in all areas of their learning. Effective records of children's progress provide an ongoing record of their learning and development. Parents regularly review their children's progress and contribute their knowledge of their children's achievements. This enables the kindergarten and parents to work closely together to promote children's learning and development consistently.

The curriculum provides an excellent balance of child-chosen and adult-led activities. This is illustrated in early morning activities where children are encouraged to work with their allocated key worker alongside lots of opportunities to make choices in their learning. For example, a group of children enjoy an art and craft activity, making their own collages supported by a member of staff. They select silver and gold pieces of paper, colourful feathers and star, flower and heart shapes which they compare to buckles. Elsewhere in the room, two children play independently with the train track, linking the carriages and engines together, negotiating and sharing with one another as they play. Children demonstrate superb reasoning skills and staff use good questioning techniques to encourage this. For example, at the outdoor water play, children are pouring water into bottles full of holes. The member of staff asks, 'Why are the bottles not filling up?' and the children reply, 'Because the water is running out of the holes.' One child reasons that if they put the bottle inside another container, this will catch the water and the bottle should fill up. Children also reason that in order to make ice lollies, they will need to put the filled ice lolly tray into the freezer.

Children benefit from exceptional experiences which help them to learn about the world around them. For example, during a trip to the River Roding, they all took their back packs with a magnifying glass, a bug pot, clipboard and pen and walked along the river bank searching for 'mini beasts'. They found and identified snails, ladybirds, crickets, butterflies, moths, spiders, a slug, woodlouse and earwig and

drew pictures of them before releasing them back into their natural habitat. Back at the pre-school, children prepared for a pretend trip to Italy, making passports, plane tickets, luggage tags, hotel vouchers and flags. They went through the scanner at passport control, boarded the plane and were served drinks by a member of staff in the role of trolley dolly! In other role play experiences children pretend to be doctors and nurses as they use their medicine trolley, stethoscopes, thermometers and syringes to treat their patients. These are all excellent examples of highly imaginative activities that engage children's interest and provide exceptional learning opportunities via play.

Children clearly feel at ease within the setting and display high levels of confidence. For example, they enjoy organising and performing in their version of 'Trinity's got talent' and eagerly rehearse their repertoire for their end of term concert with both group and solo performances. Children are very well behaved. They show a growing respect for others as they listen and co-operate with each other and with adults. For example, they use their initiative and ask staff to bring the sand timer to time their turns on the computer. Children's self-esteem is continuously being developed through support and praise, having a positive impact on their overall well-being. They also develop excellent skills for the future; for example, they learn about sustainability and protecting the earth's natural resources as they use re-cycled materials for their junk modelling. Children have regular opportunities to become familiar with information communication technology by independently accessing simple computer games, learning to use the mouse properly and navigate their way around child centred software programmes. Children and staff are involved in fundraising activities and events for local and national charity organisations and acknowledgement certificates help to make them proud of the contributions they make.

Children are developing a clear awareness of how to keep themselves healthy through their daily routine and staff input. They wash their hands before meals and after toileting. They understand the reasons for this and explain that this is important so that they don't get 'germy hands and a tummy ache'. Nutritious snacks are prepared on site from a wide variety of fresh fruits that parents provide each day. For example, on the morning of the inspection, children enjoyed blueberries, kiwi fruit and water melon. Children sit with their key workers in small groups, pour their own drinks and are encouraged to eat healthily and engage in lively discussions about what is 'good for us'. Trays containing jugs of fresh drinking water and cups are readily available throughout the session so that children learn to recognise when they feel thirsty and take care of their own needs. Children are beginning to understand about staying safe as they practise fire drills regularly, thereby learning what to do and how to behave in an emergency situation. A representative from the Redbridge Road Safety organisation reinforced the children's understanding of road safety when they came to talk to them about how to cross the road safely, use zebra crossings and the Green Cross Code.

Overall, the children are well cared for in a well organised and resourced setting by staff who provide imaginative and thoughtful play activities to extend the children's learning.

## 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	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	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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	1
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	1
The extent to which children develop skills for the future	1

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