

Trinity Methodist Church Pre School

Inspection report for early years provision

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Inspector	Marilyn Peacock
Setting address	Angel Way, Romford, Essex, RM1 1JH
Telephone number	07974 104975
Email	Trinity.playgroup@btinternet.com
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 Methodist Church Pre-School opened in 1974. It operates from the first floor of the Methodist Church hall building in Romford in the London borough of Havering.

The setting may care for no more than 24 children from 2 years to the end of the early years age group at any one time (Early Years Register) and does not provide overnight care. They are registered on the Early Years Register. There are currently 55 children from two to five years on roll.

The pre-school is open each weekday from 09.15am to 11:45am term time only. Afternoon sessions are from 12.30pm to 15:00pm every day except Wednesday. Children attend for a variety of sessions.

The preschool employs 12 members of staff. All of whom hold a recognised early years qualification. The setting receives support from Local Authority Advisory Team, is accredited by the Pre-School Learning Alliance (PSLA).

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The manager and staff provide a child centered, welcoming environment in which children enjoy learning. The staffs comprehensive understanding of the Foundation Stage and how children learn means all children are helped to reach their full potential. An extremely effective partnership with parents and with others involved in the support of children means that children's progress on their learning journey is assured. Management are motivated and have a positive approach to self-evaluation. They have strong systems in place to support the continuous review of their work, enabling them to prioritise areas for improvement and offer an effective service which is responsive to the needs of all.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- develop further opportunities for children to access outdoor play on a daily basis.

The effectiveness of leadership and management of the early years provision

Children's welfare is promoted successfully as there are robust safeguarding procedures in place. These are reviewed regularly and the good induction procedures for staff and parents ensure that the setting's responsibilities are clearly understood. Designated staff keep up to date with training which is shared with all staff at staff meetings to ensure processes are current. Comprehensive policies and procedures are used effectively to protect children, promote their well being and support all to develop to their full potential. All documentation is robust, very well presented and effectively shared with parents. The setting demonstrates a strong commitment to inclusive practice and takes effective steps to find out about and meet all children's unique needs. Thorough risk assessments and daily checks ensure that hazards are minimised. An emergency evacuation plan is in place and practiced regularly, contributing to children's safety whilst on the premises. Staff ratios are excellent and staff are effectively deployed, consequently they are able to respond to children's needs promptly. The environment is well organised, safe and supportive giving children room to make choices and move around in safety.

The manager and senior staff have a clear vision for the future, involving staff and parents in reviewing the setting's practice. Feedback is taken positively and the manager prioritises actions, introducing changes and reviewing the impact of these continually. For example, following parents request for a lunch club to enable them to attend college or appointments away from the locality is now in place. All staff are supported in attending further training and gaining qualifications. Training days are also available for parents and carers. A recent visit from the speech therapist was well attended. There have also been opportunities for parents to attend behaviour management and Every Child a Talker (ECAT) workshops.

All staff have a good understanding of anti-discriminatory practice enabling them to provide a service which is inclusive for all children and their families. They make sure that they understand each child's background, cultures and beliefs and encourage children to recognise and respect differences. Sharing times of celebration gives opportunities for staff, children and parents to talk about different beliefs, families and ways of life and helps to promote children's understanding of similarities and differences. Children who speak English as an additional language are well supported and make good progress. They are supported in developing their knowledge of English but staff also value the children's own language, using key words, posters, displays and books in dual languages. Staff utilise other forms of communication, for example, photographic choice books and signing. All staff are trained to use Makaton signs and staff and children use signing as part of every day routines. The setting's extremely good procedures for working with parents and other professionals mean that children who have special educational needs or profound medical needs are offered appropriate and consistent support to enable them to fully participate and make good progress. The setting has built secure links with local schools to ensure effective continuity of learning and care when children leave the setting.

The partnership with parents and carers is well established and friendly but purposeful relationships ensure consistency. Effective sharing of children's progress and achievements ensure that children's care and learning are fully promoted. Home link books provide staff with a picture of children's learning at home. Newsletters ensure parents are fully informed and the use of a translator makes sure no one is missed out. Parents are encouraged to become part of the pre school day by helping out at a session others offer to take things home to do to free staff time. Useful information is gathered at the children's initial visits to help staff plan the first steps on children's learning journey while at the setting. Children continued progress is prioritised. Staff carry out detailed observations of children at play which are used to identify their learning so far as well as what they may be finding more difficult. These observations then inform the future planning process and provision as a whole and for the individual child. Key persons know their children well and are able to differentiate their learning successfully. Children also play an active part in planning working with the staff to identify resources which interest them and they wish to explore in more detail. For example, children wanted to explore the large boxes recent new resources had arrived in. Space was made available at the back of the large hall. The children excitedly built dens and rolled and giggled as they jumped out on their friends.

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

Children are happy settled in a warm caring environment where their unique care and welfare needs are met effectively. The caring, enthusiastic and motivated staff team are fully aware of the needs of the children in their care and the children thrive. The staff provide an inclusive service where children learn about diversity at a level they can understand. The setting also supports lots of local charities and children grow daffodils and complete in toddlers to help others. Children work very well together and have good relationships with their peers. Staff are excellent role models to the children; as a result they are extremely well behaved. Children are very polite and cooperative. They willingly take turns and follow simple instructions. The simple turning off of the light attracts children's attention. All Staff are skilled at supporting children learning through effective questioning and providing suitable challenge. Children are able to make choices in activities and resources which they wish to use. Resources are stored in self selection cabinets which are clearly labelled with photographs and words to help children choose. Children's work is valued; lots of examples of their emerging writing are displayed. Photographs of past learning are annotated by the children, their descriptions giving a true picture of children's learning experiences. Children share experiences at the start of the day and talk with growing expertise about changes in the weather as they look out of the window. They expertly count the number of children present on that day and recognise the date on the calendar. They explore pattern and sequences using cards and prints of the soles of their shoes to describe pattern with growing skill.

Themes are used extremely successfully to introduce all areas of learning. The

story of the Three Little Pigs gives the more able children opportunities to write and design their own books. Younger children make masks and the youngest are helped to make story sacs which they used to retell the story to their friends. All children attempt to build and design their own houses out of straw with staff offering support when needed. When making pancakes pictorial recipes help children identify items needed to make the pancakes. They excitedly tell staff we must wash our hands and wear aprons before we start. They help each other weigh the flour in the scales telling each other we need more its only 165 we need 220 grams. They crack eggs under the watchful eye of staff and stir the batter with gusto to get rid of the lumps. Then they watch intently as the pancakes are cooked waiting for their opportunity to eat them. The play corner snack bar has been converted to a restaurant where children can order their pancakes and choose their own fillings. Number lines of lemons help them count the number of pancakes they would like and note pads let them write down their orders. All of this is captured in photographs to help children recall the events at a later date. Computers, tape recorders and microphones help children develop an understanding of how information technology helps us in our day to day life.

Opportunities for outside play are limited as there are is no outside play area at present. The management are in negotiations with a number of organisations to make safe a small outside play area for the children to use. However, regular trips to the park and using the back of the large hall gives children chances to explore large equipment climb and practise their cycling skills. Childrens health is prioritised with effective sick children polices to exclude children with contagious illness and well implemented hygiene procedures. Fresh drinking water and healthy snacks are available throughout the session should children become hungry they can help them selves. If they cannot access the toilet to wash their hands they know to use the antibacterial spray to get rid of the germs.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
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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