

Trinket Box Pre School

c/o Thorpe Greenways Schools, Greenways, SOUTHEND-ON-SEA, SS1 3BS

Inspection date

Previous inspection date

16/10/2012

Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- The environment, both indoors and out, is organised flexibly and creatively to provide stimulating educational programmes with depth and breadth across the seven areas of learning.
- Children become confident communicators as staff members show a keen commitment to developing their speech and language skills.
- A high level of care and attention is given to individualising the planning to reflect children's learning priorities and staff implement thoughtful touches within the pre-school to help children to feel settled and secure.
- Children are effectively safeguarded through robust policies and procedures, which are understood and implemented efficiently by an enthusiastic and caring staff team.
- There are extremely strong partnerships with the teaching staff of the host school. This really helps children make smooth transitions and settle confidently when they start full-time education.

It is not yet outstanding because

- Although there are well-focused improvement plans soon to be implemented, the management of the pre-school are not yet monitoring closely enough the effectiveness of the assessment and tracking processes to ensure that all children achieve as much as they can.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the indoor and outside learning environments. This included a joint observation with the deputy manager.
- The inspector held discussions with the pre-school management, representatives of the management committee and the Early Years Coordinator from The Federation of Greenways Schools.
- The inspector looked at a sample of the children's learning journey records and planning documentation.
- The inspector viewed evidence of suitability and qualifications of the staff team, risk assessment and other documentation in relation to health and safety checks.
- The inspector took account of the views of parents spoken to on the day and from information included within the pre-school's self-evaluation form and website.

Inspector

Patricia Champion

Full Report

Information about the setting

Trinket Box Pre-School is run by a company with charitable status and was originally established in 1999 and re-registered as Trinket Box Pre-school Limited in 2012. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The pre-school operates from a self-contained building within the grounds of The Federation of Greenways Schools, located in Southend-on-Sea, Essex. All children share access to a secure, enclosed outdoor play area.

The pre-school opens five days a week during school term times. Session times are from 8.45am to 11.45am and 12.30pm to 3.30pm with an optional lunch club between 11.45am and 12.30pm. There are currently 105 children on roll, all of whom are under five-years-old. The pre-school supports a small number of children who have special educational needs and/or disabilities or who have English as an additional language.

The pre-school employs 15 staff, all of whom hold appropriate early years qualifications. The setting receives support from the local authority.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- monitor closely the effectiveness of the assessment and tracking of children to ensure that it is more precise and sharply focused to make certain that gaps are consistently narrowing for groups and individuals.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The staff's knowledge of the revised Early Years Foundation Stage and effective implementation of the key person system ensures that children attain good outcomes in all seven areas of learning. Activities and resources are attractively presented to children to encourage them to make active choices, plan their own time and to follow their own interests for much of each session. Children are offered exciting first-hand outdoor experiences, opportunities to learn about the natural environment and gain key social and

physical skills as part of the Forest School approach. They are cared for by a dedicated and motivated team of staff that convey their enthusiasm. Staff are skilled at providing activities which offer children a good level of challenge. Consequently, children are motivated and curious learners who remain absorbed in activities for extended periods of time.

The 'Every Child a Talker' programme is used very successfully to support children's speaking. Adult communication is weighted towards listening and open-ended questioning that encourages children to think more deeply about what they are learning or experiencing. For example, staff encourage children to describe their sensory experiences when playing with shaving foam along with various small world animals. They enjoy squirting the foam from the container and mixing it, and then show fascination seeing how they make marks as they move their hands or the toys in the mixture.

Staff successfully individualise planning so that is geared around children's abilities and interests. They carry out valuable observations and assessments to monitor children's progress and use this information to inform the following week's activities. During the everyday routine children meet in small groups to take part in adult-led activities specifically focused on developing children's understanding of sounds and letters, mathematical concepts or science investigations. This enables each key person to closely observe and gain additional insight on what children know and can do. Well-presented learning journey development records are compiled containing positive comments and photographs of children's achievements and these are regularly shared with parents. While the key persons also track progress to determine whether children are making better or limited progress, this process is not consistently rigorous.

Children have good opportunities to develop their early writing when they make use of the ample mark-making equipment which is on offer. They practise pencil control and begin to recognise and write words familiar to them. Children listen intently to stories and develop a love of books as they sit in the welcoming and comfortable personal spaces created specifically for quieter play. They enthusiastically use numbers and classify items according to size and colour. Children are creative as they independently choose from a range of craft materials from the selection presented. They concentrate as they produce highly original work using their own ideas and suggestions. Very good opportunities are provided for children to develop their knowledge of technology and they adeptly use computers or discover their voices as they use a microphone.

Strong partnerships with parents and carers are highly evident. This ensures that parents are informed and encouraged to become involved in their children's learning and development right from the start. Parents' input is highly valued and a new way of gathering their observations has recently been implemented whereby parents can contribute 'wow moments' to be included within the learning journeys. Parents also contribute and share their skills with the children and successful cookery sessions take place. They are also actively involved in fundraising for new, stimulating play equipment.

The contribution of the early years provision to the well-being of children

The sensitive, caring staff develop trusting relationships with the children and are deployed well to support their well-being. Children develop a strong sense of belonging and security as they find their photograph to display with their key group each morning. Plenty of information is provided by parents about children's interests, enthusiasms and capabilities right from the start to enable staff to organise suitable activities for the initial settling-in sessions. For example, children are enthralled when the staff set up a fire station for a new child who was particularly interested in fire fighters and fire engines.

Children are polite, listen to the staff's instructions and behave well. They play harmoniously and cooperatively by effectively sharing and taking turns at the snack table. Independence skills are effectively developed as children serve their own food at mealtimes, pour their drinks or put on coats and shoes to go outside to play. Children show that they feel safe through their interactions with the staff and they are also invited to assess risks for themselves and discuss safety measures.

A healthy lifestyle is strongly promoted. The flow of activities between the indoor and outdoor environments ensures that children benefit from regular exercise and fresh air throughout the year. More energetic exercise and physical movement takes place when the children use the host school's large playground. Good hygiene practices are actively promoted and children learn why they need to wash their hands or drink fluids regularly. Snacks take account of individual children's specific dietary requirements and include ample portions of fruit and vegetables, which children help to prepare. A popular lunch club operates when children eat in a social group and learn to unwrap their sandwiches and manage their food containers. Staff have also adapted routines to meet the increasing number of two-year-olds who are attending the pre-school. They sensitively recognise when children become tired and a quiet area has been created, away from the main play space, where children can relax or sleep peacefully and undisturbed.

Effective systems are in place to support children with special educational needs and/or disabilities. Staff identify a child's needs for additional support as early as possible to secure one-to-one funding. They share information and records promptly and effectively with colleagues, parents and with interagency teams through the use of the common assessment framework. The staff have started looking at targeted support for the new children, who have recently joined, who speak English as an additional language. They already communicate well with parents or extended family members to provide continuity in children's care and learning. The pre-school is also proactive when communicating with other early years settings and reports are provided for reception teachers to ensure that children get the best possible start when they enter school.

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

The pre-school staff and members of the managing committee have a good understanding of their responsibilities in meeting the learning and development requirements of the revised Early Years Foundation Stage. The staff's ongoing professional development is given a high priority and they are keen to raise the already good qualification levels. The manager has recently achieved a foundation degree and the deputy has gained a level 4

qualification. Staff are routinely given opportunities to update their first aid certificates or access online food hygiene training. Consequently, there is a well-skilled team who hold individual responsibilities. The deputy confidently and very capably steps in to cover while the manager is elsewhere.

Children's security and safety is carefully monitored. Comprehensive awareness of safeguarding issues among the staff team ensure that children are safe and secure. Children are safeguarded by clear recruitment and vetting procedures, including the successful induction of new staff. Risk assessments are carried out to identify potential hazards in play areas indoors or outside. Daily safety checks are also undertaken by staff. The pre-school methodically maintains all the essential documentation, including an extensive operational plan for the safe and efficient running of the sessions.

Reflective practice is continuous and is becoming increasingly effective in the pre-school. It is undertaken by the management and staff team and parents and children are able to participate and make their views known. Regular staff meetings are held and there is a suitable appraisal system to evaluate staff practice. The pre-school has well-focused plans, including a proposed audit of the environment to ensure learning needs are robustly met for both groups of children and individuals. However, there is not currently precise and sharply focused monitoring of the observation and assessment process to ensure that all children consistently achieve as much as they can.

Staff promote very positive partnerships with parents. Parents are supplied with a wealth of information about the pre-school in the form of displays, emails, regular newsletters, a website and open days. Parents make extremely positive comments about the pre-school, indicate that they feel very involved in their children's learning and really appreciate the super communication by their children's key persons.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets

		the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY445065
Local authority	Southend on Sea
Inspection number	793989
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	62
Number of children on roll	105
Name of provider	Trinket Box Pre School Ltd
Date of previous inspection	Not applicable

Telephone number

01702 582533

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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