

Trinity Pre-School

East Borough School, Vinters Road, Maidstone, Kent, ME14 5DX

Inspection date	15/10/2013
Previous inspection date	29/09/2010

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		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Exceptional staff interaction during activities really enhances children's communication and language development.
- The pre-school continually reviews their practice, through highly effective self-evaluation systems, to ensure positive outcomes for all children.
- Children's individual needs are met extremely well through staff's effective use of observations, assessment and planning systems to enhance children's individual progress and development further.
- Safeguarding is an extremely high priority and the staff team's secure understanding of how to maintain children's safety has a significant impact on children's well-being.
- Excellent partnerships with parents are established. The daily verbal exchange of information and written contact books, weekly planning sheets and regular newsletters enable them to be fully involved with their child's care, learning and development.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector was given a tour of the pre-school upon arrival.
- The inspector spoke with children, parents and staff throughout the inspection.
- The inspector looked at planning and children's assessment records, tracking data and monitoring documents.
- The inspector looked at key documentation such as attendance records, accident and incident records and records highlighting staff suitability.
- The inspector observed children during an extensive range of activities in the indoor and outdoor environments.

Inspector

Lara Hickson

Full Report

Information about the setting

Trinity Pre-School opened at its current setting in 2001. It has previously been operating for over 30 years and has operated from three different sites. It operates currently from two rooms and a large foyer in a modern building. It is situated on the site of East Borough School in Maidstone. The pre-school is registered on the Early Years Register. The pre-school is open Monday to Friday from 9.00am until 12 noon, 12 noon until 1pm and 1pm until 4pm term-time only. Children may attend a variety of sessions. All children share access to a secure enclosed outdoor play area. There are currently 68 children aged from 2 to under 5 years on roll. Of these, 60 children receive funding for nursery education. Children come from a catchment area of the immediate and surrounding areas. The pre-school currently supports children with special educational needs, and also supports children who speak English as an additional language. There is access for disabled pupils. The pre-school employs nine staff in addition to the manager. The manager holds the Early Year Professional Status and the majority of staff are qualified to level 3. The pre-school is a member of the Pre-School Learning Alliance.

What the setting needs to do to improve further

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

- continue to share excellent practice with other settings to further impact on the setting's already well established reflective ethos.

Inspection judgements

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

The staff team at Trinity preschool work together to provide an outstanding learning environment for the children. They demonstrate an excellent knowledge of how children learn through play and recognise the uniqueness of each child. Their strong understanding of the characteristics of effective learning really enhances children's learning and development. An excellent range of exciting, innovative activities and opportunities in both the indoor and outdoor environments are available to the children and are planned around children's interests. For example, following an interest in dinosaurs children have been involved in creating a dinosaur cave from a pop up tent. A number display of dinosaur eggs depicts the numbers one to ten using the children's interests to extend their recognition of number and counting skills. Resources are displayed extremely attractively and at low level so children can access these independently and make choices which leads to a conducive learning environment.

Children's progress is extensively and accurately tracked to ensure children are making progress in relation to their starting points. Development records contain photographs of children's play, written observations and examples of children's mark making and art work. These form a unique learning journal for each child, which their parents are encouraged to be involved with from the start. These are stored in the foyer and parents can take their child's journal home at any time to look through. Parents really value the observations made by staff and many have made glowing comments in their child's learning journal. For example, 'he lights up every time we say it is a Trinity Day, he has settled in so seamlessly'. Assessments clearly identify children's next steps in their learning and are used extremely well by staff to support children in their play and ongoing development. Staff have high expectations of children attending the pre-school and support them to exceed their expected targets and/or age bands. As a result, all children are making very good progress. The progress check at two effectively supports children's future learning needs and is an early indicator of the stage each child is at. Planning records clearly differentiate between the younger, older and more able children to ensure that staff can support children's progress effectively.

The pre-school gives high priority to children's communication and language skills. Staff support children's language development through introducing vocabulary extensively during play activities and everyday routines. Staff effectively use non-verbal actions, gestures and introduce and repeat new words continually to extend communication and vocabulary. For example, at set times during the session a triangle instrument is gently struck and staff encourage good listening skills using sign language and words to communicate what they want the children to do. This may be to announce that the snack bar is open or that an outside sports session is just about to start. The use of different communication methods enables all children to participate and understand what is happening. Fantastic use is made of play activities and the daily routines to spontaneously develop children's understanding of mathematical language and literacy. For example, when lots of children want to play golf in the garden a member of staff introduces a waiting list. Children are invited to write their name and the member of staff introduces simple counting, recognition of early numbers and concepts of first, second, third and fourth. She also encourages children to count how many times they have to hit the golf ball before they can get it into the hole. Additional language such as 'more' and 'less' and positional language such as 'in front of' and 'behind' is introduced by the member of staff. Support for children who learn English as an additional language is exceptional. For example, parents are asked to provide key words and phrases in a child's first language and staff use these to communicate with children initially to help them settle in. Staff also use a 'mantra lingua pen' which enables them to translate key words and phrases in an extensive range of different languages. This helps them communicate with all families, helping them feel valued.

Children are active learners who show an extremely keen interest in what they are doing as they are engaged and involved in their play. The atmosphere in the pre-school is delightful to observe as children are immersed in their play, learning while having fun and lots of laughter and chatter can be heard.

There is an excellent range of books for the children to choose from with separate book and quiet areas in both the indoor and outdoor areas. These books are stored at children's

level enabling them to select books independently for their own enjoyment. In the outdoor area a giant story chair and benches are available for children to sit and look at books on. In the indoor book area there are cushions, low level settees and chairs for children to make themselves comfortable on while looking at books, magazines and comics. These areas support children's enjoyment of literacy. The pre-school uses signs and symbols extremely effectively to help young children and children who do not use speech or have English as an additional language to communicate.

The outside area is an excellent extension to the indoor area and is rich in print and numerals in purposeful contexts. For example, numbers are displayed at some activities limiting the number of children who may participate at any one time.

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

A highly effective, well-established key person system helps children form strong emotional attachments with the staff in the pre-school. This enables children to feel safe and content as they settle into their new environment. Children are extremely happy and settled in an environment that is warm and welcoming. The nurturing, caring staff team demonstrate an outstanding passion and enthusiasm for providing high quality, enjoyable care. Children arrive at the pre-school and become immediately engrossed in the extensive range of exciting, innovative activities available. The pre-school setting is colourful, visually stimulating and inviting. Examples of children's creative work and photographs of them enjoying activities are in abundance around the room. In the children's cloakroom examples of children's construction models are displayed for parents and carers to see. This enables children to feel a sense of belonging and enhances their confidence and self-esteem as they see their creations valued by staff. The pre-school environment and the daily routines offer children extensive opportunities to make choices about activities and resources. Resources are stored at low level enabling children to make choices, which enhances their decision making skills. The pre-school environment has been extremely thoughtfully set out into different sections and as a result, the children enjoy all areas of the indoor and outdoor environments extensively.

Highly effective partnerships with parents and partnerships with other agencies have a significant impact on children's well-being. The staff team work extremely closely with parents at the start of their child's placement to find out about each child's care needs, daily routines, current stage of development and interests. Information from the comprehensive child entry forms and discussions with parents during the valuable settling in sessions enable staff to be fully aware of all aspects of children's individual needs. This information and initial observations made by a child's key person support a child's initial sessions within the pre-school. Planning is developed to nurture and encourage each child's individual care and learning needs. Children's family backgrounds, unique character and individual interests are highly valued and respected by the staff team.

Safety is given an extremely high priority by the staff team. Comprehensive risk assessments are in place to ensure that children are cared for in a safe environment. For example, the sand area is unavailable to the children on the day of the inspection.

Exceptionally high winds had loosened the canopy over the sand area and as a result, the area had been assessed as potentially hazardous for the children to use. This highlights that the risk assessment policy and procedures are highly effective in keeping children safe. Children learn how to keep themselves safe with the exceptional support from staff team. They demonstrate an excellent understanding of how to keep themselves safe, largely due to their involvement in completing their own risk assessments. They are invited to take turns to complete a daily risk assessment checklist, which uses print and pictures of the different areas within the indoor and outdoor environments. Children are encouraged by the staff team to view the different areas and make their own decision on whether an area is safe and suitable to use and assess whether there are any risks. Children are supported to care for the toys and equipment within the pre-school. A box is available for children to put any broken toys, which encourages children to take responsibility for ensuring that broken resources are removed from play areas to ensure children's safety is promoted. The items in this box are reviewed and staff talk to the children about taking care of the toys and equipment. These procedures encourage children to take responsibility for their own safety and that of their friends.

Children behave exceptionally well. They learn what is expected of them through the 'pre-school code' and the signs and symbols displayed throughout the pre-school promoting positive behaviour. Children very quickly learn the expectations regarding behaviour, supported and reminded by staff as required.

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

Leadership and management are inspirational. Staff demonstrate a comprehensive understanding of the welfare and learning requirements. There is a wonderfully busy and happy feel to the pre-school and this is as a direct result of the welcoming, friendly and caring staff team.

Self-evaluation and critical reflection of the setting is excellent. This takes into account the views of parents, children and staff. An extensive range of reflective evaluations is completed to look at the ongoing progress of the pre-school. These include evaluation of activities, staff involvement evaluations and 'every child a talker' evaluations to gauge how staff are promoting children's communication and language skills. The pre-school undertakes regular reviews of the learning environment and activities undertaken with the children to ensure that they continue to provide appropriate challenge and interest to all children. Staff make alterations and add additional resources as required to further enhance children's enjoyment and learning. This ensures that staff are fully involved in the identification of areas for further development and have a clear understanding of the strengths of the pre-school. Recommendations made at the last inspection have been extremely successfully addressed. The management team has excellent systems in place to encourage staff to develop further in their own professional development. For example, roles and responsibilities are alternated annually so all staff gain key skills and knowledge across the different aspects and roles within the pre-school.

Staff demonstrate an excellent understanding of safeguarding procedures and are clear in the action they should take if they have child protection concerns about a child in their care. Comprehensive safeguarding policies and procedures are in operation and these include a clear procedure regarding the use of cameras and mobile phones in the pre-school. There are robust recruitment and vetting procedures in place to ensure that all adults caring for the children are suitably qualified and vetted. Staff deployment is highly effective and the supportive relationship between all staff members really enhances children's safety and well-being. These extensive procedures help to fully safeguard children's welfare and their well-being.

There are exceptional systems in place to promote working in partnership with parents and carers. The strong partnerships with parents and external agencies have a significant contribution to meeting children's individual needs. Feedback from parents is extremely positive and they comment that they are very happy with the care and learning opportunities for their children. Comments include 'it took no more than five minutes to see that Trinity was a place run with warmth and a clear regard for the needs of pre-school children'. Parents praise how well the staff team have helped them to extend their child's care and learning in their home setting. For example, they praise how the staff team have supported them with toilet training techniques. The pre-school has formed extremely strong partnerships with other agencies and this really enhances the support they can provide for children and their families. For example, the setting works closely with the local Children's Centre, Health Visitors, medical professionals and the local safeguarding team. Excellent links have been established with local schools, which support children and their parents with the move onto school. The local advisory teacher encourages the pre-school to share their excellent practice with other settings in the local area. The pre-school shares some aspects of their practice such as how to develop free flow, the outdoor environment and the organisation of their snack bar, but are still developing this.

Documentation is maintained to a very high standard and all records required for the safe and efficient management of the setting are in place and available for inspection.

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 action. 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	EY244005
Local authority	Kent
Inspection number	909362
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	40
Number of children on roll	68
Name of provider	Trinity Pre-School Committee
Date of previous inspection	29/09/2010
Telephone number	01622 755474

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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, which are usually the childminder's 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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