

Trinity Road Preschool

Holy Trinity Church Hall, Trinity Road, Chelmsford, Essex, CM2 6HS



Inspection date	7 October 2015
Previous inspection date	22 June 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff provide a well-organised, rich and varied learning environment which is well equipped with an abundant range of resources. This is particularly evident in the indoor environment where children have numerous opportunities to be active, create, explore and investigate.
- Teaching is good, especially in promoting children's communication and language skills. Staff actively encourage children's involvement in activities. They follow children's ideas and interests well, ensuring they fully support children's next steps in learning through effective interactions and knowledge of individual needs. As a result, children make good progress.
- Children are well protected in this safe environment. Staff have a good understanding of how to safeguard children in their care. They clearly demonstrate their understanding of what to do should they have any concerns about children's welfare.
- Children follow good hygiene routines. They enjoy healthy snacks and drinks, which promotes good health.
- Managers have a good understanding of the requirements of the Early Years Foundation Stage and they are committed to driving improvement.

It is not yet outstanding because:

- The pre-school does not always work effectively with other settings that children attend or move on to, to promote a fully joined-up approach to children's care and learning needs.
- The pre-school does not consistently ensure all parents have a clear understanding of how they can support their children's learning at home.

What the setting needs to do to improve further

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

- work more effectively with other early years settings to share information about children's care and learning needs
- ensure all parents have a clearer understanding of how they can support their children's learning at home.

Inspection activities

- The inspector spoke to children and observed care, learning and teaching delivered across the age groups, indoors and outdoors.
- The inspector considered a wide range of documents, including the self-evaluation form, evidence from reviews carried out by the local authority and plans for the future. She looked at reviews of the quality of learning, the safeguarding policy, the complaints policy and uncollected child procedures.
- The inspector conducted a joint observation with the manager.
- The inspector looked at children's learning files and registration records. She checked evidence of the suitability and qualifications of staff, including first aid.
- The inspector took account of the views of parents and carers and children spoken to on the day.

Inspector

Beverley Devlin

Inspection findings

Effectiveness of the leadership and management is good

The manager has an effective system for monitoring the staff and the quality of teaching provided for children. Robust monitoring of children's learning and development takes place. This helps staff to set targets and ensure that children are enjoying a full and varied range of activities that promote their learning. Staff supervision is completed regularly and identifies professional development training needs. This has resulted in staff improving the quality of teaching and their knowledge of how children learn. Staff value opportunities to develop their knowledge through training and demonstrate how this has a positive impact on their teaching skills. The arrangements for safeguarding are effective. Managers and staff are clear and well informed of their responsibilities for safeguarding children.

Quality of teaching, learning and assessment is good

Staff routinely complete observations and assessments which help them support children's progress and learning. Staff support children's communication and language skills. They talk to children constantly as they interact and ask open questions to help children think and problem solve. Independence skills are promoted well and children enjoy taking part in preparing for meals; this also supports their mathematical understanding as they count plates, cups and chairs. Children enjoy preparing art activities, such as getting out the paints and pouring them into containers, and getting brushes and paper ready. Children's physical skills are promoted adequately. They use scissors confidently and enjoy mark making, which helps to promote their early writing skills.

Personal development, behaviour and welfare are good

Staff are kind, caring and reassuring, and as a result, children are happy and settled. Children form warm and trusting relationships with all staff, who ensure that their well-being, safety and individual needs are well met. Staff are consistent role models for the children. They regularly praise children for good behaviour; as a result, children are well behaved and respond promptly to staff instructions. Staff talk about the importance of safety and allow children to take supervised risks in their play, which gives them the confidence to try new things. Children learn about a healthy lifestyle through the provision of healthy snacks and plenty of fresh air and exercise. Children talk about the types of food that are good for them and they plant seeds and watch them grow.

Outcomes for children are good

Managers and staff use effective assessment arrangements to identify children's next steps in learning and involve parents in most aspects of their children's progress. As a result, all children are making consistently good rates of progress and are well prepared for the next stage of their education and learning.

Setting details

Unique reference number	402239
Local authority	Essex
Inspection number	855419
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	25
Number of children on roll	11
Name of provider	Judith Barbara Hancock
Date of previous inspection	22 June 2011
Telephone number	01245 353430

Trinity Road Preschool has been registered since 1967. The pre-school operates from the Holy Trinity Church Hall, in Chelmsford, Essex. The pre-school opens on Monday, Wednesday and Friday from 9.15am until 12.15pm during term time only. It employs four members of staff, including the manager, all of whom hold appropriate early years qualifications.

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