

Trinity Methodist Church Pre School

Angel Way, Romford, Essex, RM1 1JH



Inspection date	12 November 2015
Previous inspection date	8 March 2011

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Teaching is of the highest quality and children achieve exceedingly well, given their individual needs and starting points. The provision is exceptionally strong for disabled children, those who have special educational needs and those who speak English as an additional language.
- Children have formed very strong, trusting bonds with the staff. This helps them feel safe and secure, with a great sense of belonging.
- Staff are highly skilled in promoting children's social skills. Children are extremely confident and self-assured as a result of the superb support they receive from the staff.
- Staff work extremely well with a wide range of external agencies. This helps them to provide very well-targeted support and interventions to enable individual children to achieve.
- Excellent partnerships with parents are in place, ensuring that children are well supported in their learning and development. Parents are very well informed of their children's progress. They speak very highly of the staff and value the exceptionally high quality of care and learning provided.
- Management and staff work very closely with the receiving schools to ensure that the transfer to school is seamless for both children and their parents.
- Inspirational leadership contributes to the very successful programme of continuous improvement. This is further promoted through highly effective teamwork and rigorous self-evaluation which embraces the views of parents and children.

What the setting needs to do to improve further

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

- continue to develop the new outdoor space to provide more varied learning opportunities for those children who prefer to be outside.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager and provider. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Vicky Turner

Inspection findings

Effectiveness of the leadership and management is outstanding

The manager and her staff team are very highly committed to improving outcomes for children. The arrangements for safeguarding are effective. Children are extremely well protected in this safe, caring environment and staff have an excellent understanding of how to safeguard children. The manager and staff are vigilant and swift to identify and act upon concerns where children may be at risk. Children's attendance is closely monitored. Recruitment procedures are rigorous and systems for monitoring staff performance are robust. Staff are very reflective of their practice and seize every opportunity to further improve their already first-rate standards. They are very well qualified to identify and address children's varying needs. Children benefit from a very engaging curriculum which keeps them highly motivated and interested. The pre-school is currently developing the new outdoor area, in order to provide an outside learning space for the children.

Quality of teaching, learning and assessment is outstanding

Staff use their robust observations and assessments to plan rich learning opportunities that motivate and inspire children. Children are curious and eager to learn, play and explore. Their progress is very carefully tracked and those children needing support are quickly identified. There is an extremely strong emphasis on children's language and communication development. Staff model language precisely and are very highly experienced in teaching key skills. Children learn to link letters and sounds, and use and apply this knowledge with ease. They are given the skills to learn and are encouraged to take responsibility for their own learning. Children begin to make links to previous learning. The key-person system is highly successful in engaging parents in their children's education. Parents are very well supported in helping their children at home. They attend workshops and receive curriculum packs, which enhances their confidence in supporting their children's learning.

Personal development, behaviour and welfare are outstanding

Children thrive in this vibrant, highly stimulating and inclusive learning environment. Children have ownership of the rules and know exactly what is expected of them. Staff use a wide range of strategies to encourage and reinforce positive behaviour. This helps children to successfully manage the way they conduct themselves, resulting in impeccable behaviour. Children's efforts are highly valued and acknowledged. They have a voice and contribute to the decision making process. Visits and visitors to the pre-school enrich children's learning and life experiences, contributing to their understanding of people and communities which differ from their own. Children listen with keen interest to the story of Diwali, make diva lamps and play dough Rangoli patterns, and learn how to style a sari attractively. They make Remembrance Day poppies. Children's health is very well promoted with healthy snacks and daily physical activity.

Outcomes for children are outstanding

Children are making consistently high rates of progress, given their varying starting points. They are developing exemplary skills and attitudes to learning, ready for the move on to school.

Setting details

Unique reference number	118585
Local authority	Havering
Inspection number	1024405
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	30
Number of children on roll	52
Name of provider	Sharon Elizabeth Long
Date of previous inspection	8 March 2011
Telephone number	07974 104975

Trinity Methodist Church Preschool was registered in 1974. The pre-school employs nine members of childcare staff, all of whom hold appropriate early years qualifications at level 2 and above. It opens from Monday to Friday, term time only. Sessions are from 9am until 12 noon. Afternoon sessions are from 12 noon until 3pm every day, except Wednesday. The pre-school provides funded early education for two-, three- and four-year-old children.

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.

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