

<b>Inspection date</b>	21 September 2017
Previous inspection date	16 October 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Good	2
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

- Leadership is inspirational. The pre-school management demonstrate an exceptional drive to extend children's achievements in all areas. There are meticulous tracking systems in place to swiftly identify any children at risk of falling behind. The manager and staff take prompt action to provide additional support to help them catch up.
- The learning environment is extremely vibrant, engaging and inviting to all of the children. Staff show a great respect for children's ideas and efforts. Children demonstrate a strong can-do attitude towards their learning.
- Staff plan a wealth of outdoor learning experiences. Children challenge their physical abilities in the inspiring outdoor area. They also delight in exploring the nearby woodland and share their exciting discoveries with staff.
- Children are consulted about many aspects of the pre-school sessions. They take part in the children's council, and help staff plan activities and choose resources.
- Children know what is expected of them and their behaviour is impeccable. They are polite and learn to be kind, considerate and caring towards each other.
- Children's independence is promoted extremely well. They confidently prepare and serve themselves snacks and discuss the healthy items in their lunchboxes.
- The staff team has exceptional relationships and partnerships with parents, other professionals and schools, which helps them to work very effectively together. Parents speak extremely highly of the pre-school, the staff team and the service they provide.

## What the setting needs to do to improve further

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

- continue to implement the planned changes to extend children's interest in technology and review the impact of this on maintaining excellent practice and exemplary outcomes for children.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector carried out joint observations with the manager and viewed a sample of the children's development records.
- The inspector held discussions with the manager, nominated person, staff and children at appropriate times during the inspection. She also spoke to two early years teachers from The Federation of Greenways Schools.
- The inspector reviewed evidence of the suitability and qualifications of the staff, self-evaluation, plans for improvement, health and safety records and a sample of policies in relation to safeguarding children.
- The inspector took account of the views of parents from those spoken to on the day, and from their written responses in emails and surveys organised by the pre-school.

### Inspector

Patricia Champion

## Inspection findings

### **Effectiveness of the leadership and management is outstanding**

The extremely strong management and staff teams support high expectations and a shared commitment towards delivering outstanding care and learning. Staff supervision meetings and training clearly focus on developing the quality of teaching and learning. The rigorous monitoring of all aspects of the pre-school enable the manager and staff to clearly target and strengthen practices. They have identified plans to enhance opportunities to extend children's skills in using technology even further. The arrangements for safeguarding are effective. Management and staff are confident in knowing what to do if they have any concerns about a child, including recognising signs of children being exposed to extremist or radical views. They also complete thorough risk assessments of every aspect of the pre-school to keep children safe.

### **Quality of teaching, learning and assessment is outstanding**

The experienced staff team is well qualified and has significant knowledge of how children learn. Staff's enthusiasm and professionalism is evident in the extremely high-quality activities they provide. Assessments are meticulous and precise and ensure that every child is able to take part in highly challenging activities based on their immediate learning priorities. Children make independent choices that ignite their curiosity and imaginative skills. For example, a wide range of mark-making materials is available, which appeals to both boys and girls. They begin to write for a purpose as they use diaries to make appointments in the role-play scenarios. Children who need additional help to develop their communication skills are supported exceptionally well. Additional funding is used wisely to purchase resources that specifically help children to make more-rapid progress.

### **Personal development, behaviour and welfare are outstanding**

Staff are exceptionally warm and welcoming. Their gentle and attentive approach helps children develop strong relationships with their key person and the wider staff team. Staff encourage children to develop an understanding of the wider world. The rich and stimulating resources reflect positive images of different families, communities and traditions. Children develop their self-care skills and follow excellent hygiene routines. They learn where food comes from and help staff to grow vegetables. Staff set children challenges, enabling them to understand how to keep themselves safe. For example, staff ask children to help them identify risks as they play in the outdoor area.

### **Outcomes for children are outstanding**

All children make excellent progress from their starting points. This includes those who have special educational needs and/or disabilities and children who speak English as an additional language. Children have a very positive attitude to learning that particularly supports their readiness for starting school. They listen and respond superbly to instructions. Older children are extremely articulate and confident during their play and when interacting with staff and visitors.

## Setting details

<b>Unique reference number</b>	EY445065
<b>Local authority</b>	Southend on Sea
<b>Inspection number</b>	1060128
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	58
<b>Number of children on roll</b>	96
<b>Name of registered person</b>	Trinket Box Pre School Ltd
<b>Registered person unique reference number</b>	RP903388
<b>Date of previous inspection</b>	16 October 2012
<b>Telephone number</b>	01702 582533

Trinket Box Pre School Ltd registered in 2012. The pre-school employs 18 members of childcare staff. Of these, one member of staff holds an appropriate early years qualifications at level 5, one member of staff holds a qualification at level 4, 13 staff hold a qualification at level 3 and three staff hold a qualification at level 2. The pre-school opens from Monday to Friday during school term times. Sessions are from 8.45am until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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Piccadilly Gate  
Store St  
Manchester  
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