

Trinity Pre-School

Trinity Church, Hindes Road, HARROW, Middlesex, HA1 1RX



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| Inspection date | 13 June 2018 |
| Previous inspection date | 15 September 2015 |

| 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 plan a good variety of interesting and challenging activities that covers all areas of learning. With support from the manager they address any gaps in children's learning swiftly to enable all children to make good progress from their individual starting points.
- Children come into nursery very happily and participate in all that is on offer. They develop secure attachments with staff. Staff are kind and caring, and respond well to children's individual emotional needs. This helps to nurture children's confidence and well-being.
- The manager ensures that children play in a very safe environment and the deployment of staff is very well organised. She has high expectations for the provision and the quality of care and learning for all children.
- Children are supported well as they prepare to move on to school. Staff arrange visits from teachers. Information about children's development is shared, which promotes a seamless transition.

It is not yet outstanding because:

- Children are encouraged to make independent choices, however, staff often do tasks which they are able to do for themselves.
- Although staff have good opportunities to attend training, they are not always given the time to reflect on their learning and practice to help build on the quality of teaching.

What the setting needs to do to improve further

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

- make the most of all opportunities to further support children's growing independence skills
- enable staff to have further opportunities to reflect on their practice and training to deepen their knowledge and encourage high-quality teaching.

Inspection activities

- The inspector spoke to a number of parents during the inspection and took account of their views.
- The inspector held a meeting with the pre-school manager and the chair of the committee. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke with staff and children at appropriate times during the morning.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector assessed the quality of teaching with the manager.

Inspector

Anna Hindhaugh-Feldman

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff carefully risk assess the environment and activities. They demonstrate a good understanding of how to keep children safe. The manager and staff have a good knowledge of the action to take if they are concerned about the welfare of a child. Good use is made of all available space to provide a stimulating learning environment. Positive partnerships develop with parents. Staff have a wealth of experience and provide information to parents about all aspects of childcare and development. They actively encourage parents to engage in their children's learning. For example, they provide a library service, enabling children to take a book home to share. Parents comment that they get good feedback and can see the progress their children are making. The manager successfully evaluates the pre-school and seeks the views of staff, parents, children and others to help implement improvements that benefit children.

Quality of teaching, learning and assessment is good

When children start at the nursery, their key person works with parents to establish what they know and can do. Staff make regular observations of children as they play and learn, using these to plan for future learning. Early writing skills are supported well. Staff provide opportunities for mark making, such as printing with peppers and making Father's Day cards. Older children learn about letters and the sounds they represent and how to build words. They start to write letters and write their name. Staff communicate well with children and provide them with plenty of opportunities to talk and use an extensive range of words to support language development.

Personal development, behaviour and welfare are good

Children behave very well. They are confident, inquisitive and very friendly. They form strong attachments to staff and show that they are happy and settled. Staff provide children with regular praise and encourage them to try new experiences. For example, children relish the opportunity to hold some visiting guinea pigs. Children have a variety of opportunities to enhance their physical development inside and outdoors. The music and movement session encourages them to try out lots of different ways of moving. Outside children use the large play equipment skilfully, such as when they build tall towers with bricks and climb steps. They take risks and know how to keep themselves safe. Staff are good role models, they are kind and respectful to one another and the children. They remind children about good manners and behaviour

Outcomes for children are good

All children make good progress from the start. Children are enthusiastic learners who regularly laugh and giggle as they play. They demonstrate good mathematical skills. For example, older children learn to write numbers and younger children use containers at the water tray to compare sizes and explore who has more and less. Children are prepared well for their future learning and school when the time comes.

Setting details

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| Unique reference number | EY397663 |
| Local authority | Harrow |
| Inspection number | 1130505 |
| Type of provision | Sessional provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register |
| Age range of children | 2 - 4 |
| Total number of places | 26 |
| Number of children on roll | 23 |
| Name of registered person | Trinity Pre-School Harrow Committee |
| Registered person unique reference number | RP523314 |
| Date of previous inspection | 15 September 2015 |
| Telephone number | 07739549009 |

Trinity Pre-School registered in 2009. The pre-school employs five members of staff, of these, four hold appropriate early years qualifications at level 3 or level 4. The pre-school opens Monday to Friday school term time only, from 8.45am until 12.15pm. The pre-school provides funded early education for three- and four-year-old children.

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