

Trinity Hall Kindergarten

Holy Trinity Church Hall, Hermon Hill, LONDON E18 1QQ



Inspection date	27 March 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of 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

- Partnerships with parents are very strong, with parents gaining daily insight into their children's experience at the pre-school. Parents have ongoing access to their children's learning and next steps, with active involvement in agreeing their targets. Parents meet termly with their children's key person. Parents say that staff are nurturing and warm, and that methods of communication with them are highly effective.
- The assessment of children is accurate and precise. There are effective processes for detailing each child's progress, with rich summaries of a child's journey and development throughout their time at the pre-school. This includes capturing ongoing observations alongside assessments and plans for the children.
- The key-person system is effective. Staff have detailed knowledge about their key children and their families. Children are settled and have formed good attachments with their key person.
- Children make good progress from their starting points. Staff work closely with other professionals to ensure children with special educational needs and/or disabilities (SEND) are well prepared for their next stage of learning.
- Room leaders offer staff supervisory sessions and conduct observations of practice. However, systems for monitoring and evaluating teaching are not targeted sharply enough to improve the quality of teaching to an outstanding level.
- Managers and leaders do not analyse the information from tracking precisely enough to support any emerging gaps in learning for different groups of children across the pre-school.

What the setting needs to do to improve further

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

- analyse the information gained from tracking more closely to identify quickly, and act upon, any gaps in learning outcomes for different groups of children
- enhance systems for monitoring and evaluating the staff's performance to improve the quality of teaching to an even higher standard.

Inspection activities

- The inspector spoke with staff and children throughout the inspection.
- The inspector spoke to parents on the day of the inspection and viewed written feedback. He took account of their views.
- The inspector held meetings with the pre-school manager and reviewed relevant documentation and evidence of the suitability of staff working at the pre-school.
- The inspector conducted a joint observation of teaching with a room leader. The inspector also conducted other observations of the quality of teaching within the pre-school.

Inspector

George Selvanera

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Safer recruitment practices are in place and these extend to bank staff too. Staff understand their role in protecting children from harm, with refresher safeguarding training recently conducted. Following the training, revisions to policies and practices about accidents, injuries, allergies and medication management have been implemented. These keep children safe. Staff support children's understanding of cultural diversity effectively. For example, children have access to a wide range of resources about diverse family structures and different cultures. Children learn about celebrations relevant to their community. This supports parental participation in the life of the pre-school. For example, parents teach children Irish dancing and about Irish culture and Ramadan's importance for Muslim people.

Quality of teaching, learning and assessment is good

Staff know the children well and follow their interests. They encourage children's independence and imaginative play, with free play incorporated into daily plans. Children can choose from diverse activities and resources relevant to their interests and which promote children's development. Staff know when to sit back and observe and when to interact and support children's play. Staff model language well, praise children and have strong relationships with children. As a result, children are confident and engage enthusiastically with the learning opportunities made available for them.

Personal development, behaviour and welfare are good

Staff form secure bonds with every child. They create a safe and responsive environment that helps children to feel secure and happy. Parents comment that the pre-school staff are 'nurturing' and that the pre-school feels like a 'home away from home'. Staff consistently promote positive behaviour and encourage children to take responsibility. Older children have opportunities to be room monitors. This involves responsibility for serving healthy snacks and water to children and keeping specific areas clean. Children also gain from daily opportunities to play and learn outside, which allows them to have fresh air and exercise.

Outcomes for children are good

Children listen attentively and respond well to instructions. Older children enjoy responsibility for carrying out small tasks. Children enjoy reading books, and younger children handle books carefully and look at them independently. Children are aware of the boundaries set, and of the behavioural expectations in the setting. They share resources fairly, take turns and consider the views of others well. Younger children demonstrate good knowledge about how to use tools and materials effectively and safely. Children, including those with SEND and children who speak English as an additional language, develop skills they will need for future learning and the move on to school.

Setting details

Unique reference number	EY500984
Local authority	Redbridge
Inspection number	10079963
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	66
Number of children on roll	82
Name of registered person	Nursery One Limited
Registered person unique reference number	RP901224
Date of previous inspection	Not applicable
Telephone number	07958789303

Trinity Hall Kindergarten re-registered in 2016, and is operated by Nursery One Limited. The setting is situated in South Woodford in the London Borough of Redbridge. It operates term time only, Monday to Friday from 9.15am to 3pm. The setting currently employs 12 members of staff. Of these, the manager and nine members of staff hold early years qualifications at level 3, and one member of staff holds a qualification at level 2.

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