

Inspection of Trinity Pre School

Angel Way, Romford, Essex RM1 1JH

Inspection date: 16 March 2020

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in this highly engaging environment. They smile and laugh amid a buzz of conversation with their friends and staff. Staff are excellent role models. Their kind, gentle nature is mirrored by the children, who behave with compassion and care for one another. A well-thought-out 'buddy' system and 'friendship stop' help children consider one another's feelings and build relationships. Staff know children incredibly well and ensure a warm welcome greets all on arrival. This helps children to settle quickly and form positive attachments with key persons. Staff skilfully deliver an ambitious curriculum. They organise the environment to include focused activities and encourage children to make choices about their own play. It is evident that children are highly motivated to learn, when they choose familiar activities such as a dice and threading game. They take turns rolling dice and counting flowers as they thread. Children are competent learners who seek to discover more. Additional funding is used to support children to attend the setting regularly and benefit from the exceptional quality of education delivered by the highly skilled staff. The provider's vision for every child to make the best possible progress is abundantly clear. This has a significant impact on children's learning and they flourish within this setting.

What does the early years setting do well and what does it need to do better?

- Staff feel thoroughly supported by the provider to continually improve their practice. They implement strategies from training around mental health to help them reflect on their own well-being and work together as an exceptionally supportive team. They have developed a rich understanding of children's emotional development and respond to potential anxieties with sensitivity. A specially tailored 'emotions group' contributes to helping children make sense of their feelings and promotes their well-being incredibly well.
- Robust self-evaluation systems are in place to help the provider continually reflect on the already exceptional provision. She includes the views of parents, staff and children to identify areas to strengthen. For instance, she is currently enhancing opportunities for children to express their creativity musically. Children make their own instruments, use technology to learn about instruments and explore music and rhythm during sessions delivered by external providers.
- Parent partnerships are excellent. Parents speak highly of the exceptional support they receive and the positive impact it has on their family. Staff share ideas around behaviour management strategies to help promote a consistent approach and help children understand boundaries at pre-school and home successfully. Staff attend meetings, such as speech and language appointments, with parents and work together with them to ensure continuity. This helps children develop excellent communication skills.
- Children are eager to investigate the wide array of resources and experiences

available in the outdoor area. For instance, they relish opportunities to improve coordination when they throw and catch, dig in the sandpit, use large chinks and balance on beams. Children develop an understanding of the world around them and their local community when they visit the local market to purchase fruit for snacks. Staff promote children's mathematical knowledge very well. Older children learn the value of coins, and younger children count pom-poms in a role-play area to 'buy food'.

- Staff implement the outstanding curriculum extremely well. They expertly engage children in meaningful conversations, building on children's interest in how the human body grows, when they are exploring bulbs and plants. Older children investigate dry blocks of soil with tools, pour water on to watch it expand and use words such as 'absorb' when discussing how many jugs of water the block will hold. Staff capture children's interest and foster a love of learning incredibly well. They encourage children to recall previous learning experiences. This helps children to remember what they learn. Staff continually build on this foundation.
- The provider offers excellent services to support children with special educational needs and/or disabilities. They ensure meticulous monitoring of children's progress and robust systems for referring children who may require additional interventions, which helps children access support from external services swiftly. Exceptional staff engage children in intensive learning programmes, such as a foam, coloured-dye and flowerpot activity. Children learn to wait and are thoroughly engaged as they anticipate what is to come. All children make excellent progress from their starting points.

Safeguarding

The arrangements for safeguarding are effective.

Staff have an excellent knowledge of safeguarding. They are clear about the signs of potential abuse and understand their responsibility to document information precisely. They know the correct procedures to follow to escalate concerns regarding a child's welfare. Staff work extremely closely with the local safeguarding partnership. They shadow practitioners on case conferences to help raise their knowledge and understanding of child protection superbly. Staff complete regular training and share information with children and parents about online safety. The provider ensures that safe recruitment processes are in place to maintain the suitability of those working with children. She holds children's well-being central to practice.

Setting details

Unique reference number	118585
Local authority	Havering
Inspection number	10137979
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	35
Number of children on roll	52
Name of registered person	Long, Sharon Elizabeth
Registered person unique reference number	RP511700
Telephone number	07974 104975
Date of previous inspection	12 November 2015

Information about this early years setting

Trinity Pre School at Trinity Methodist Church in Romford registered in 1974. The pre-school employs 10 members of childcare staff, nine of whom hold appropriate early years qualifications at level 3 and above. It opens on Monday, Tuesday, Thursday and Friday from 8.30am to 3pm, and on Wednesday from 8.30am to 12.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Leanne Stranger

Inspection activities

- Ofsted is aware of the challenges that Covid-19 is currently posing to those we inspect. During this visit, the inspector took into consideration the impact of any measures being taken to slow the spread of Coronavirus by the setting. This has included the effect these measures have had on the current attendance of the children and staffing arrangements.
- A learning walk was completed by the inspector and the manager to discuss how the environment is organised to support children's learning.
- The inspector and the manager carried out a joint observation of an activity.
- The inspector observed the quality of interactions between staff and children.
- The inspector held discussions with the manager, staff, children and parents at appropriate times during the inspection.
- The inspector sampled a range of documentation, including training certificates, risk assessments and observation records.

We carried out this inspection 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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