

# Trinity Hall Kindergarten

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



## Inspection date

23 June 2015

Previous inspection date

18 July 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The effective key-person system ensures that staff enable children to form secure emotional relationships with their special person. Consequently, children are keen to explore the rich learning environment and progress well.
- Staff use the outdoor learning area well to promote children's physical development. They provide children with many opportunities to play outdoors, where they run, climb and learn to balance.
- Partnerships with parents are well established. Parents are consulted about all aspects of their children's learning and development. They confirm that staff listen to their views and deal with any concerns swiftly and effectively.
- The management team has put necessary plans in place to develop good links with staff at local schools. This helps to prepare children for the move to school and eases the transfer process.
- The staff team implement effective safeguarding procedures. Staff undergo frequent safeguarding training and are fully aware of the steps to take in the event of a concern, to promote children's safety and well-being.

### It is not yet outstanding because:

- Sometimes, staff do not take all opportunities to strengthen children's early reading skills. This is because they do not consistently provide children with a wide range of books that reflect their current interests.
- Overall, children play well together, sharing resources and taking turns. However, staff do not always remind children of boundaries and expectations, to support them in learning about their own safety and why rules are important.

## What the setting needs to do to improve further

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

- extend the range of books available, to further encourage children to make choices and further promote their early reading skills
- develop further the children's understanding of acceptable behaviour and why rules are important, to help prepare them for school life.

### Inspection activities

- The inspector toured the nursery premises with the manager.
- The inspector observed children's play and staff interactions, indoors and outside.
- The inspector examined documentation, including a sample of children's records and staff suitability records.
- The inspector spoke to parents to take account of their views.

### Inspector

Bushra Khan

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff demonstrate a good understanding of how children learn through play. Consequently, children have access to a wide range of challenging learning experiences and are confident in their play choices overall. Staff maintain accurate observations of their key children as they play and explore. They assess children in all areas of learning and development and regularly identify their next steps in learning. Children make good progress in their learning because staff identify their starting points and liaise closely with parents. Furthermore, staff plan activities that are closely linked to children's interests and abilities. Staff provide children with a good range of activities to encourage early writing skills. As a result, children are learning to write their names, familiar letters of the alphabet and some key words. Staff incorporate counting while playing games with children and this significantly improves children's ability to count numbers in sequence.

### **The contribution of the early years provision to the well-being of children is good**

Staff interact warmly with all children. They take time to listen to children's requests and provide reassurance when they become unsettled. As a result, children demonstrate that they are happy, confident and secure. Staff are good role models who praise and encourage children often which builds children's confidence and self-esteem. Children develop good levels of independence and school readiness as they choose their own food during mealtimes and pour their own drinks. In addition, children understand the importance of maintaining good health. Staff provide children with nutritious food options during snack time and children enjoy daily fresh air and exercise when exploring outdoors. Staff organise the environment well which means children can decide on whether to play inside or outdoors.

### **The effectiveness of the leadership and management of the early years provision is good**

The management team has a secure understanding of the requirements of the Early Years Foundation Stage. The team successfully monitors children's learning and development and continually raises achievement through reflection and self-evaluation. The managers successfully plan for future developments and take account of the views of parents, staff and children. Furthermore, the managers ensure effective and safe recruitment procedures are in place. They also place great importance on staffs' continuing professional development. Staff receive ongoing training in safeguarding, first aid, food hygiene and health and safety which helps to improve their practice. Managers carry out appraisals and supervision meetings to support staff and to identify individual training needs, to improve their practice. Staff carry out daily risk assessments to provide a secure learning environment for all children. The managers have established good links with the local authority and other professionals, to ensure that, together, they meet children's needs.

## Setting details

<b>Unique reference number</b>	128489
<b>Local authority</b>	Redbridge
<b>Inspection number</b>	840740
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	62
<b>Number of children on roll</b>	86
<b>Name of provider</b>	Maureen Cassidy
<b>Date of previous inspection</b>	18 July 2011
<b>Telephone number</b>	07958 789303

Trinity Hall Kindergarten registered in 1998. It is situated in South Woodford, within the London Borough of Redbridge. The kindergarten is a term-time only provision and operates every weekday morning from 9.15am to 12.15pm. Afternoon sessions operate on Monday and Thursday afternoons from 12.40pm to 3pm. A lunch club operates on Tuesdays, Wednesdays and Fridays from 12.15pm to 1.30pm. The provider is in receipt of funding for the provision of free early education to children aged two, three and four years. The provider employs 12 members of staff, ten of whom hold early years qualifications at level 3.

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