

# Inspection of Trinket Box Pre School Ltd

c/o Thorpe Greenways Schools, Greenways, SOUTHEND-ON-SEA SS1 3BS

---

Inspection date: 24 April 2023

<b>Overall effectiveness</b>	<b>Outstanding</b>
------------------------------	--------------------

---

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

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children are wonderfully happy and show high levels of confidence at this setting. From the moment they arrive, they become immersed in a range of challenging and exciting experiences. There is a steady hum of chatter and laughter as children become quickly absorbed in play and learning with their friends. For example, they make 'tea and toast' for breakfast and take care of the 'babies' in the home corner. Children engage in language-rich conversations with both friends and adults. They speak with confidence about their weekend and how they enjoyed going to a birthday party. Dressing-up outfits extend children's ideas and enable them to connect their experiences with the magical world of imagination.

Outside, children explore the exciting and challenging environment. They delight in the wonder of nature as they take part in forest school sessions. For example, they carefully catch newts and frogs in the pond. This helps children to develop an awareness of conservation and how to care for living things. Inside, children study the caterpillars and express their amazement at how much they have grown over the weekend. Adults explain the stages of the life cycle, helping children to think about what happens next.

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

- Leaders have developed a broad and ambitious curriculum that promotes children's learning and development across the seven areas of learning. Staff's knowledge and carefully considered learning aims result in high-quality, inspirational teaching for all children. As a result, children are making rapid progress in their learning.
- Children make exceptional progress with communication and language. Environments are incredibly language-rich. This provides children with a wealth of vocabulary, conversational skills, and listening and attention. For example, adults deliver superb storytelling sessions that encourage children to listen, take turns and contribute ideas. They describe the many sounds that the 'little kitten' experiences throughout his walk.
- Staff use their superb knowledge of child development to provide meaningful and inspirational experiences for all children. For example, children mix their own paints from powder, carefully following a colour chart to create a rainbow of colours. This helps to extend their knowledge of colours and the effects of mixing them together.
- Children are developing an array of skills to support their independence. When they arrive, children prepare the fruit and vegetables for snack. They show skill in handling knives and cutting the snack into small pieces. Later, children serve themselves from the snack bar. Adults provide children with unlimited opportunities to try things for themselves. As a result, children demonstrate a

'can-do' attitude towards their play and learning. Adults encourage the more experienced children to support younger or less-experienced children. They use the experiences that children bring to the setting to share with others to help broaden knowledge for all children.

- Children's behaviour across the setting is exemplary. Children have positive attitudes and develop secure friendships. During their play, children work together with their friends to achieve what they set out to do. They show high levels of concentration, perseverance and resilience. For example, they connect large pieces of tubing together to create a chute for the balls. They work together to find ways of extending the chute when they run out of tubes. They show excitement when they successfully solve the problem.
- Self-evaluation is meticulous. Leaders demonstrate an absolute awareness of what works well and what they would like to develop further. They invest heavily in their own training, development and research. This offers the wider team invaluable support through inspirational coaching, supervision and professional development. Leaders have ensured that their own knowledge and skills are at the forefront of thinking and enable staff to deliver exceptional teaching and learning. Support for the most disadvantaged children, including children with special educational needs and/or disabilities, is incredibly well targeted and impactful. As a result, gaps in children's knowledge and skills are closing rapidly.
- Parents provide incredibly high praise. They feel exceptionally well supported and speak highly of the amazing experiences children have.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have created an incredibly strong safeguarding culture. Staff have an exceptional understanding of how to keep children safe. They show a secure knowledge of the indicators of abuse and know how, and where, to raise a concern. Meticulous checks ensure the safe recruitment of staff. This means that only those who are suitable to work with children are able to do so. Leaders follow robust procedures for managing children's safety. For example, safeguarding coordinators carry out regular risk assessments to ensure the safety and security of the premises.

## Setting details

<b>Unique reference number</b>	EY445065
<b>Local authority</b>	Southend-on-Sea
<b>Inspection number</b>	10280704
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	58
<b>Number of children on roll</b>	74
<b>Name of registered person</b>	Trinket Box Pre School Ltd
<b>Registered person unique reference number</b>	RP903388
<b>Telephone number</b>	01702 582533
<b>Date of previous inspection</b>	21 September 2017

## Information about this early years setting

Trinket Box Pre School Ltd registered in 2012 and is run by a committee. The pre-school operates independently in the grounds of Thorpe Greenways Schools in Southend, Essex. There are 20 members of childcare staff. Of these, one holds an early years qualification at level 5, one holds a qualification at level 4, 10 hold qualifications at level 3 and two hold qualifications at level 2. The pre-school is open 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.

## Information about this inspection

**Inspector**  
Clare Ford

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation of a group activity.
- Several parents spoke to the inspector during the inspection and shared their views.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023