



Triangle Day Nursery

Inspection report for early years provision

Unique Reference Number	200835
Inspection date	12 December 2006
Inspector	Myra Lewis
Setting Address	12 Heath Terrace, Leamington Spa, Warwickshire, CV32 5LY
Telephone number	01926 337821
E-mail	
Registered person	Triangle Nurseries Limited
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Triangle Nursery(Leamington) is one of two, privately owned nurseries which opened in 1994. It operates from a converted Victorian house, located in a residential area of Leamington Spa. Children are divided into age appropriate groups. Children under two are cared for on the ground floor, whilst children aged two and above are cared for on the first floor. There is a fully enclosed garden available for outside play. The nursery serves the local and surrounding areas.

There are currently 42 children from 4 months to 4 years on roll. Of these, 11 receive funding for nursery education. The nursery opens five days a week all year round. Sessions are from 08:00 hours until 18:00. Children attend a variety of sessions. The setting supports children with learning difficulties and/or disabilities and who speak English as an additional language.

Eleven members of staff work with the children, including the manager. Over half the staff have appropriate early years qualifications. The setting receives support from an advisory teacher from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is supported within the setting through the established daily routines. Staff take appropriate steps to prevent the spread of infection by observing the routines in place. Children stay healthy because the staff encourage them to learn the importance of hand washing before eating and after toileting. They use paper towels and liquid soap to wash their hands and staff wear protective clothing when changing nappies. Therefore the risks of cross-infection are minimised. Children are encouraged to be independent and develop their self-care skills appropriately. Satisfactory nappy changing routines which have regard to children's personal care requirements are in place.

Babies and young children rest and sleep according to their respective needs. Their individual sleep patterns are discussed and agreed with parents, staff monitor children asleep and keep a record which is shared with parents. Individual bedding is clearly labelled and stored in individual bags for each child. However, the sleep room is over-crowded and cots are too close together which compromises children's well-being.

Children have opportunities to play outside each day and move confidently within their environment. There are frequent walks within the local area where they learn and observe their local surroundings and enjoy the fresh air. They have access to a suitable selection of wheeled toys and physical activities are incorporated in planned activities. For example, children enjoy bubble painting in the garden and riding tricycles in the paved area.

Children's health is protected because staff hold relevant first aid qualifications and act in the best interests of children if there are ill. Satisfactory accident and medication records are maintained and an appropriate first aid box is available, the contents of which are checked at regular intervals.

All aspects of children's individual dietary needs are discussed and agreed with parents. Staff are aware of children's likes, dislikes and preferences. Children's meals are freshly cooked on the premises each day and promote healthy food options. Four weekly menus are rotated and shared with parents. Children have access to drinking water throughout the day and are provided with healthy, nutritious snacks which are routinely prepared by staff. Their individual portions are good and second helpings are readily available. Staff and children sit together and enjoy sociable mealtimes.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a happy, secure environment. They are cared for in age-appropriate groups where they are able to move freely and independently around the play rooms. Their safety is protected as the staff have taken appropriate action to identify and minimise hazards through risk assessment of all areas of the setting. Written policies and procedures ensure staff are made fully aware of their individual roles and responsibilities. Any repairs are dealt with promptly by the designated handy person employed by the setting and a current refurbishment programme is in progress.

Children have access to a satisfactory range of toys and resources, which are suitable for their purpose and safe for children to use. Toys are routinely cleaned and checked for safety. Children understand the necessary boundaries in place to keep them safe because staff discuss safe practices with them. For example, children know they must hold the banister and walk one at a time when using the stairs. They are encouraged to help tidy away toys to avoid accidents. Satisfactory fire evacuation plans are in place and practised with the children on a monthly basis. Staff have a clear understanding of the procedures and ensure an accurate record is maintained.

Children's welfare is further protected by staff's knowledge and understanding of child protection. All staff have attended recent child protection training and understand their role and responsibilities in sharing and recording any concerns, and know who to contact if they should be concerned. Appropriate security systems ensure the safe arrival and collection of children is maintained. Therefore children's welfare is promoted.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children settle easily into their surroundings and enjoy all aspects of their play. They participate enthusiastically in the activities provided. They enjoy opportunities to make collage pictures, manipulate dough, look at books, complete puzzles, dress up and build with a variety of bricks. Babies receive individual attention from staff who spend their time holding, talking and playing with them and ensure they are attentive to their needs.

Activities are set out and made accessible to children, however, staff need to ensure toys are more frequently changed to maintain young children's interest and increase their opportunities to develop their imaginative and free play choices. The outside garden is well used as children have regular opportunities to play outside and explore their environment, climb and ride bikes which supports their physical development.

Children develop good relationships with staff and respond positively to their interaction. Their confidence and self-esteem is promoted due to staff's consistent use of praise and encouragement. Children's behaviour is generally good as they learn to take turns and play together. Staff plan activities for the younger children using the 'Birth to three matters' Framework, however, they have not yet attended relevant training.

Nursery Education

The quality of teaching is good. Staff have a sound knowledge and understanding of the Foundation Stage, they work well together and have trusting relationships with the children. They receive regular support from the local authority advisory teacher and have access to relevant training linked to the Foundation Stage Curriculum. This enables them to put into practice a well-planned programme of interesting activities which incorporate all areas of learning both in and out of doors. They also provide good support for children with learning difficulties or disabilities. Planning is thorough, activities stimulate children's interests and learning intentions clearly identified. Staff know the children well and identify their individual learning needs. However, available toys and resources to sustain and challenge the older more able children are more limited, therefore, children's progress is restricted. Increased use of the role play room and additional resources would further extend child-initiated play opportunities. Staff evaluate activities and monitor children's progress through observation and assessment in consultation with their parents.

Children are keen and interested in the activities provided and benefit from being part of a small group of pre-school children. They receive individual attention and are confident in all aspects of their play. They know the routines well and can tell you clearly what is happening next. Their language development is good, they engage easily in conversations with staff and other children. Staff value what children have to say and give them sufficient time to respond to their questions and make their needs known. Staff actively encourage children's thinking and listening skills through positive interaction and effective use of questions. Children confidently make valuable contributions when speaking in familiar groups. For example, a three-year-old talked clearly about her visit to the dentist with her daddy; while other children talked about Christmas as they wrote letters to Father Christmas about the toys they would like. Some children can recognise and links sounds to letters to spell their names, while other children do this with the support of staff. They practice their early writing skills, they write their names on their pictures and write shopping lists in role play situations.

Most children can count up to 10 and beyond. They can count confidently using their fingers. They are beginning to understand about addition and subtraction as staff talk to them about how many one more or less makes. Children can sort, match and sequence and talk about shapes and sizes in their surroundings. The outside area, although small, provides children with opportunities to develop their physical skills. For example when manoeuvring wheeled toys along the pathway; make bubble pictures using sponge rollers on the paths or digging in the designated area for growing seeds.

Children learn about their own and other cultures as they celebrate different festivals throughout the year. They learn about other countries through activities and discussion with staff. For example, they look at the globe with interest when talking about travel. Children use the computer competently and use small tools such as, scissors, paint brushes, glue spreaders and pencils with increasing control. They are confident in all aspects of their self-care skills. They can change into their Wellingtons before going outside, manage their personal clothing independently. They use the self-service snack system effectively and have regular opportunities to serve their own meals with appropriate supervision from staff. Plans reflect a broad variety of creative activities that promote children's self-expression. For example, children use their

own ideas creating Christmas decorations made out of clay. They enjoy music, singing, action rhymes and listen to stories attentively.

Therefore, children are progressing well in their overall development.

Helping children make a positive contribution

The provision is good.

Children participate fully in the range of activities that are made available to them. All children regardless of their ability, gender or background have equal access to all activities. Children settle easily and enjoy good relationships with staff and other children. They are happy, sociable and settled in their environment. Their individual needs are met as the staff discuss all aspects of their care with parents and respect their wishes. Any specific requirements or information is shared through effective communication which ensures the special needs of children are recognised and met sensitively. When difficulties arise appropriate strategies are discussed and agreed, therefore children's needs are met.

Positive behaviour is actively encouraged. Children respond well to praise and encouragement and behave well. They are learning to play together and co-operate with each other. Staff act as positive role models and use effective strategies to manage children's behaviour. Inappropriate behaviour is dealt with promptly and positively therefore children learn to understand the difference between right and wrong. They learn about their own culture and those of other people through planned activities. They begin to appreciate other customs through celebrating different festivals. For example, participating in activities such as making and tasting chapatti's as part of their Diwali celebrations.

Children's spiritual, moral, social and cultural development is fostered. They develop positive attitudes to others through discussion and practice. Children are happy, confident, learning to share, take turns and show consideration for each other.

Partnership with parents regarding children's care and nursery education is good. Children benefit from the positive relationships and informal contact between their parents and staff. Information is shared and staff are available to talk with parents at any time. Detailed information on the early learning goals is incorporated within the nursery handbook and parents have access to their child's individual progress file. A good introduction to the nursery is actively encouraged where children's care and learning needs are identified. Staff encourage parents to support themes and topics through good communication. Ongoing information is shared through regular newsletters and notice board displays and there are two open evenings in June and November. Therefore parents are kept fully informed about their children's progress.

Organisation

The organisation is good.

Children are cared for in a welcoming, friendly environment and play happily. They develop positive relationships with staff and develop a good sense of belonging because they are comfortable and at ease within the setting. Activities are planned using the 'Birth to three matters' Framework and the Foundation Stage Curriculum to support children's ongoing learning.

Children benefit from staff who are committed to further training and development in order to support their learning and progress. A training programme is in place with regard to the future development of their skills. Effective recruitment and selection procedures are followed to ensure children are cared for by suitably vetted staff.

The required records, policies and procedures for the efficient management of the setting are maintained and therefore promote the welfare, care and learning of children in attendance. All aspects of children's individual care needs are recorded and stored securely. Staff make time available each day to share with parents relevant information about their children's daily routines and activities. Additional written information is provided for parents of younger children. Therefore they are kept well informed of their children's daily routines and play activities.

Leadership and management of nursery education is good. The manager is pro-active in supporting staff to help children make good progress towards the early learning goals. Staff work effectively together and have a secure understanding of the Foundation Stage. Regular staff meetings are held to discuss and evaluate children's progress. The manager and staff are committed to the continued development of the educational programme and work in partnership with the local authority early years teacher to support children's ongoing learning needs.

Overall the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the setting were asked to; make toys and equipment more easily accessible to young children; review medication, child protection and behaviour management policies and ensure appropriate systems were in place to inform parents about their children's progress.

The setting has reviewed and improved relevant policies; parents now sign to acknowledge the giving of medicine to children. Staff discuss children's progress with parents each day and additional written information is provided through daily diaries, information displayed and formal parent evenings.

Nursery Education

At the last inspection of nursery education the setting were asked to; improve staff's knowledge of the Foundation Stage curriculum and to provide more challenges for older and more able children.

Staff attended a range of relevant training on all areas of the curriculum. For example, developing role play; managing behaviour; parents as partners; music, creative and junk modelling workshops. New assessment records were introduced that cover all areas of the stepping stones and are used to inform planning. Staff have developed their confidence and are capable of catering for all children's age and stage of development. Older, more able children are given direct and indirect play opportunities. For example; rhyming words, riddles, walks in the environment to look at shapes. The setting has also increased IT resources and introduced a range of objects for children to explore how they work.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any further action to meet the National Standards. The provider is required to keep a record of complaints made by parents which they can see on request, The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure the sleep area is sufficient to meet the required space standards for children
- extend the outcomes for children by using an approach such as 'Birth to three matters' Framework, enabling staff to attend relevant training and provide more opportunities for children to develop their imaginative and free play choices

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- further develop the challenges and range of resources for older more able children and consider ways to improve the organisation of child-initiated play activities to support their on going learning
- further develop the use of the role play room to maximise children's learning opportunities.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk