

Triangle Pre-School

Inspection report for early years provision

Unique reference number	EY286320
Inspection date	24/11/2008
Inspector	Vivienne Rose

Setting address	Vaine House, Cassland Road, London, E9 5BU
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Telephone number	020 8986 8326
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Email	
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Type of setting	Childcare on non-domestic premises
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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Triangle Pre-School is run by a management committee of parents and carers. It was registered in 2004 and operates from a one storey community centre with access to two play rooms, kitchen, office and toilet areas for staff and children. There is a secure garden available for outdoor play. The pre-school is registered on the Early Years Register to care for 16 children from two to five years. There are currently 16 children on roll. The setting currently supports children with special needs and children for whom English is an additional language.

The Pre-School opens five days a week, term-time only from 09:15 to 12.30 Monday to Thursday and Friday 09.15 to 12.15 term time only. The pre-school employs five members of staff including the manager who work with the children, all of whom hold early years qualifications. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Staff in the pre-school identify children's individual learning needs and interests and new methods are beginning to be introduced in the setting. They provide some interesting activities such as people in our community. However; the provision for older children is limited and as a result sometimes is less focused as activities do not always challenge their abilities. Staff work closely with parents to provide an inclusive environment for children with additional needs. However; some procedures for safeguarding children are not effective in identifying potential risks to children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- further develop observation, assessment and evaluation of aims and objectives to help plan 'what next' for children; pay particular attention to providing opportunities for children to practise problem solving in every day situations.
- ensure that children are encouraged to share and enjoy a wide range of fiction, non fiction books, rhymes, music and songs, poetry and stories
- provide opportunities for children to develop spoken language through sustained conversations between adults and children
- ensure that incident records are maintained to ensure confidentiality at all times

To fully meet the specific requirements of the EYFS, the registered person must:

- providers must not allow people whose suitability has not been checked to have unsupervised access or contact with children who are being cared for

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- (Suitable people)
- ensure that Ofsted are notified about a change of person managing the provision, the person's date of birth, name, former names or aliases and home address (Suitable people)

22/12/2008

The leadership and management of the early years provision

Staff are effectively deployed to promote the welfare and development of children. There are satisfactory procedures in place to safeguard children. Clear policies for recording visitors to the setting and the daily risk assessments suitably safeguard the welfare of children. However; the systems for evaluating practice and how procedures are implemented has weaknesses. For example, the policy for the supervision of volunteers. The manager has a clear role and provides hands on support for staff. There are systems in place to evaluate staff strengths and development. Training is attended and all staff have recently attended first aid training, Early Years Foundation Stage training and child protection. Although staff have made some progress in making improvements since the last inspection not all areas for improvement have been fully addressed, for example, the outdoor area has been identified as an area for improvement by the setting. There are still limited opportunities for children to enjoy and develop their understanding and interest in problem solving in practical ways. The systems in place to update Ofsted fully on the details of the changes to the management of the setting are yet to be fully addressed.

Parents are kept well informed about the provision, the activities and their child's daily routine. They also take a full part in revising and devising the policies and procedures within the group. Links with other providers have been established and information on the children is shared with other professionals and local schools. Staff know what to do and who to speak to if they have concerns about a child regarding child protection however, at present although incidents are recorded these are not maintained to ensure confidentiality.

The quality and standards of the early years provision

Children are making satisfactory progress in their learning and development considering their starting points and capabilities. Staff make observations and use photographic evidence of children to assess their development. Staff plan for children's progress and development and are beginning to bed down a new system for observations and evaluation which is not yet fully in place to ensure that when activities are planned, outcomes are met. Staff have enlisted the help of the early year's advisor to support them in this. Regular communication with parents is by way of homework packs containing work sheets, numbers and letters of the week story book. The key worker shares information with parents at open evenings however, parents' comments are not used consistently as yet to contribute towards planning the next stages for children. Children's details are stored on individual files and are well organised. Children access a wide variety of resources which are

displayed at low-level to encourage independence and choice. This supports them to become independent learners. Children know that they must wash their hands after using the toilet and to wash their hands before snack time and after playing in the garden. As a result of the lack of clear guidance for children at snack time children do not learn successfully about good health and hygiene or acceptable behaviour. Children help themselves to food touching and biting bits out of food and putting it back for someone else to pick up. Children enjoy digging in the garden, they plant strawberry plants and watch them grow. Visits to the Fire station and Paradise Park extend children's understanding and their interest in the world around them. They are beginning to understand how they can take care of their environment when they collect items for re-cycling. The computer is popular and well used by the children when they use the touch screen to support their learning.

All children have good access to the garden area each day where they run, and climb and enjoy manoeuvring bikes and cars to support their dexterity and growth. Children enjoy writing and are beginning to form the shapes and understand the sounds of the letters of their name for example, on homework sheets. Children have easy access to mark making materials such as paint, pencils and tools such as spreaders, this ensures that children develop the skills and interest in writing. However, children show a limited interest in accessing books for fun and enjoyment. Staff question children but often these are closed questions which do not give the opportunity for children to extend their thinking and ideas for example 'what colour is this?'. Children enjoy using a variety of materials to develop their creative skills, they listen to music and sing songs and rhymes such as 'five currant buns'.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

Since the last inspection there have been no complaints made to Ofsted.

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.