

Triangle Day Nursery

Inspection report for early years provision

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| Unique reference number | EY368087 |
| Inspection date | 02/10/2008 |
| Inspector | Teresa Evelina Lucas / Jeannette Waring |

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| Setting address | Triangle Day Nursery Ltd, 10 Kellner Road, LONDON, SE28 0AX |
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| Email | triangledaynursery@tiscali.co.uk |
| Type of setting | Childcare on non-domestic premises |

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 Day Nursery is privately owned and was first registered in 1996. The nursery has been operating from its current premises in Kellner Road in Thamesmead in the London borough of Greenwich since April 2008. It operates from a modular purpose-built building consisting of three play rooms with bathrooms, kitchen, office and staff facilities. Each play room has its own fully enclosed outdoor play area.

Children attend the nursery from a wide catchment area. The nursery is open each weekday from 07:00 until 18:00 for 51 weeks of the year. It is registered on the Early Years Register to provide care for a maximum of 40 children from birth to under five years. There are currently 44 children on roll, 20 of whom receive funding for nursery education. The setting supports children who speak English as an additional language and children with disabilities and/or learning difficulties.

A total of 14 full and part-time staff, including the manager and two deputies work with the children. The nursery also employs a cook. The nursery receives support from the Greenwich Early Years Development and Childcare Partnership.

Overall effectiveness of the early years provision

Triangle Day Nursery provides children with warm and consistent care in a safe and welcoming environment where they are able to enjoy a broad range of challenging indoor and outdoor activities. Effective planning systems which clearly identify individual next steps for children's learning mean that children are making good progress in their learning and development. Staff regularly review and evaluate activities and observe and assess children's progress, although systems to monitor the overall effectiveness of the education programme across the whole nursery are not yet fully developed. The nursery demonstrates a positive approach to inclusion and staff ensure that all children and their families are welcomed into the nursery and their diversity respected and valued. Staff provide good support for children with learning difficulties and/or disabilities. Strong partnerships with parents and other agencies help to ensure that children's needs are met effectively.

What steps need to be taken to improve provision further?

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

- continue to develop evaluation systems to monitor the overall effectiveness of the education programme
- extend and develop the activities within the nursery that celebrate and reflect diversity within the community and the wider world.
- ensure that the nursery's operational plan, including policies and procedures and information given to parents, is reviewed and updated, as required

The leadership and management of the early years provision

An operational plan that includes a full range of policies and procedures underpins the safe and efficient running of the nursery. Information given to parents is generally good, although clear information about the Early Years Foundation Stage is not yet readily available parents in all parts of the nursery and some policies have not been sufficiently reviewed to take account of new requirements. Effective safeguarding procedures, including a child protection policy, are in place and staff understand their responsibility to protect children's welfare. Clear recruitment procedures, including vetting procedures for new staff, help to ensure that children are safe and well cared for.

Self-assessment currently forms part of annual local authority assessments. These are used to identify and address areas for improvement. In addition, there are informal systems in place for staff to continuously improve aspects of the provision such as further developing of outdoor provision and activities. Staff appraisals are used to identify staff training needs.

Partnership with parents is promoted through welcoming all parents into the nursery and providing opportunities for them to share information with their child's key person and other staff working with their child. Positive feedback from parents includes comments about staff's friendliness and approachability, how well their child settled at the nursery and how pleased they are with their progress. There are some opportunities for parents and grandparents to actively participate in nursery events, for example, an annual seaside trip and coming into the nursery to tell stories to the children. Suitable arrangements are in place for parents to access their child's progress records. Partnerships with other professionals such as speech therapists and the area Special Education Needs Coordinator are in place and the nursery tries to maintain some links with local schools.

The quality and standards of the early years provision

Children enjoy a wide range of play opportunities which help them to make good progress across all areas of learning and development. They are appropriately supported by staff who know them well and respect and value them as individuals. An effective key person system helps to develop a strong partnership with parents. This is particularly evident in some parts of the nursery where parents are able to contribute to planning for the next steps in children's learning by sharing information with staff about their children's interests. The well organised nursery environment is a key element in promoting children's progress and helps them to develop positive attitudes towards learning. Nursery rooms are well laid out in clearly defined areas where a very good range of good quality resources are accessibly stored and this encourages children to make independent choices. Children enjoy an excellent balance of indoor and outdoor play throughout the day because there is a free flow system in operation. This means that children are able to choose from a wealth of challenging activities, both in the indoor and the outdoor nursery environment. They are able to make decisions about their play, and concentrate well on chosen tasks. Clear systems are in place to evaluate and

monitor individual children's progress through regular observations which are used to inform future planning and are shared with parents.

Children enjoy their time at the nursery and are happy and settled. Lots of displays of photographs of the children at nursery and at home with their parents and grandparents also help children, even the very youngest, develop a sense of belonging, as well as maintaining close links between nursery and home. All children are appropriately included and there are effective systems in place to support children with learning difficulties and/or disabilities. There are some opportunities for children to take part in activities about their own cultures and those of other children and staff at the nursery. For example, parents have brought in traditional foods. However, there are few opportunities for children to learn about the wider community, outside of the nursery environment. Children's behaviour is good and they are learning to play co-operatively, share and take turns in their play. Independence is appropriately promoted through daily routines such as lunchtime and clearing up time. Staff support children's language development well by talking and listening to children and asking questions. Children enjoy actively taking part in story times, for example, sharing a book staff have made using labelled photographs of children in the room engaged in various activities.

Regular risk assessments help to ensure that children's health, safety and welfare are safeguarded both indoors, outdoors and when taking children out. Staff have a thorough understanding of how to help children to learn how to keep themselves safe, for example, while using outdoor play equipment such as swings.

Annex A: record of inspection judgements

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

Overall effectiveness

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

Leadership and management

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

Quality and standards

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

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

There have been no complaints since registration.

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.