

# Triangle Pre-school

Inspection report for early years provision

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<b>Unique reference number</b>	110090
<b>Inspection date</b>	14/10/2008
<b>Inspector</b>	Alison Jane Kaplonek
<b>Setting address</b>	Wesley Weeke Methodist Church Hall, Fromond Road, Winchester, Hampshire, SO22 6EG
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<b>Email</b>	
<b>Type of setting</b>	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 Pre-school is located in the Methodist church hall in Weeke, Winchester. Children come from the surrounding area. The pre-school is managed by a committee of volunteers and is registered to provide care for 26 children between two and five years in the early years age group. At present there are 54 children on roll. Of these, 35 are in receipt of nursery education funding. Sessions run from 09:00 until 11:45 and 12:30 until 15:15. Children attend on a sessional basis and some also stay for lunch club. The pre-school has a strong commitment to staff training and normally operates with a staffing ratio of one adult to six children. There is a full time supervisor and there are seven part time staff who work with the children.

## **Overall effectiveness of the early years provision**

Triangle pre-school provides children with good welfare and learning opportunities, with some minor areas for improvement. The staff and management create a welcoming and comfortable environment and meet each child's individual needs well. Children are safe and well settled. They are provided with good support to help them to separate from their parents or carers and to become familiar with the routines of the sessions. They enjoy many interesting learning experiences both indoors and out. Good links with parents, the local authority, and other agencies enables every child's needs to be well supported. The new supervisor, committee and staff are working together, to identify any areas for development and to quickly implement changes. This enables them to ensure continuous improvement takes place.

## **What steps need to be taken to improve provision further?**

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

- work with parents to ensure that children who stay for lunch club, bring healthy packed lunches each day.
- ensure that permission is obtained from parents and carers to take and use photographs of children.
- improve the organisation of the whole group sessions to ensure that all children are fully engaged in the learning opportunities available.
- continue to further develop the planning system to improve the emphasis on numeracy and the planning for each individual child.

## **The leadership and management of the early years provision**

A good range of policies and procedures and accurate completion of records ensures children's needs are well met and that they are fully safeguarded. Effective systems are in place to ensure that all staff are suitably qualified and appropriately vetted. All staff have clear job descriptions and regular appraisals identify their

personal training needs. Staff are encouraged to attend training to update their childcare knowledge. Staff follow a daily rota which informs them which areas of the pre-school they are working in. This provides children with a well organised, safe and calm environment and good adult support.

All staff are involved in the planning of activities and making observations of children and their achievements. The pre-school is about to implement a new planning system to ensure that individual learning targets enable children to move freely to the next steps in their learning. Parents are kept well informed about plans, routines and their children's achievements, although they are not involved in encouraging healthy eating at lunch club and have not all given permission for photographs of their children to be taken.

## **The quality and standards of the early years provision**

Children are happy, settled and confident. They soon learn the daily routines and take part in the full range of activities provided. They move freely between the indoor and outside environments, making choices of activities and interacting with staff and their peers. They are provided with a good range of resources and activities which enable them to make progress in all areas of their learning. They enjoy role play opportunities as they pretend to drive the bus to the shops. They are able to share and take turns as they use the sand timer to ensure that all children have a turn at being the driver. Children often use their imaginations to create their own learning, for example, making a birds nest from string or a car from boxes and glue. They use a good range of tools competently and safely as they cut and stick. All children enjoy listening to stories, although some are less able to concentrate in a large group situation. Children enjoy a range of activities linked to numeracy and problem solving and many count to ten and above. However, this is an area of the planning which has been identified as needing more emphasis. Children are learning to move with co-ordination and to control their bodies, as they use large equipment outside or manipulate scissors or the computer mouse.

Children are kept healthy, safe and make a positive contribution to their care and learning. They follow clear hygiene routines when visiting the toilets and talk about healthy eating at snack time. Any particular dietary or health needs they may have are well met and accidents are accurately recorded. Children are well supported by the staff who carry out visual risk assessments on the premises and equipment. They also learn how to keep themselves safe as they are reminded not to run or climb indoors. All children and staff take part in regular fire drills to ensure safe evacuation of the building. Children behave well and learn to play well together, as they make up the rules to a game or negotiate turn taking.

## 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

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	Good
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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](http://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 made to Ofsted since the last inspection.

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.