

Triangle Day Nursery

Inspection report for early years provision

Unique reference number 200835
Inspection date 02/02/2010
Inspector Diane Ashplant

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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*.

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Description of the setting

Triangle Nursery Ltd (Leamington) opened in 1994 and is one of two nurseries owned by a private provider. The nursery operates from two floors in a converted Victorian house, which is located in a residential area of Leamington Spa, close to the local park and shops. Access is via several steps at the front entrance and stairs to the different floors. There is a fully enclosed garden available for outside play.

The nursery is registered by Ofsted on the Early Years Register to care for a maximum of 40 children at any one time and there are currently 44 children from six months to four years on roll. The setting currently supports children with special educational needs and/or disabilities. The nursery opens from 8.00 am to 6.00 pm every weekday for 51 weeks of the year, excluding bank holidays.

There are 11 staff working with the children, including the manager. Three quarters of the staff hold appropriate Early Years qualifications with two working towards a recognised Early Years qualification. The setting receives support from a teacher from the Early Years Development and Childcare Partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are welcomed into this friendly nursery where their welfare, learning and development is generally well-supported. Children have formed warm and positive relationships with staff who use a key person system to get to know children's individual needs and help them make progress. Most of the required documentation is in place for the efficient organisation of the provision. Staff offer an inclusive service to support children's individual needs. They work in effective partnership with parents and have created useful links with others to support better outcomes for children. Management and staff show a sound commitment towards continuous improvement through training, although certain systems, such as staff appraisal and self-evaluation are not routinely established, which means that some areas for development are not identified.

What steps need to be taken to improve provision further?

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

- ensure that information about who has legal contact with the child and who has parental responsibility for the child is obtained for all children (Safeguarding and promoting children's welfare) 22/02/2010
- ensure that for each type of outing a full risk assessment is carried out (Safeguarding and promoting children's welfare). 22/02/2010

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

- develop further systems for monitoring and evaluating the provision to identify strengths and prioritise development that will improve outcomes for all children
- review the systems to ensure regular staff appraisals are carried out to identify the training needs of staff
- ensure that all documentation, policies and procedures required for the safe and efficient management of the setting are regularly updated
- extend further the resources and activities so that children begin to know about their own cultures and those of other people.

The effectiveness of leadership and management of the early years provision

Children are generally well-safeguarded as staff have a clear understanding of their roles and responsibilities, as regards to protecting children from possible harm or neglect and how to pass on concerns appropriately. There are robust systems in place to ensure that all adults around children are suitably checked and all policies, such as safe collection, are known and routinely carried out by staff. Staff are aware of the need to take appropriate information from parents to support children's well-being, although this is not updated for all children in line with Early Years Foundation Stage(EYFS) guidance, regarding parental responsibility. Children are cared for in safe and suitable premises where staff are alert to most hazards. A daily risk assessment is carried out which is reasonably effective in highlighting risks. However, a full risk assessment is not carried out for each type of outing which may impact on children's safety.

The staff group meet the ratios for qualified staff well, and generally work well-together, showing care and enthusiasm for their roles. Staff are appropriately deployed throughout the setting to ensure ratios are maintained, with the manager covering for sudden staff absence. Recent building work, both in and outside, and the acquiring of new equipment creates more effective use of space to enable children to follow their own choices. There are systems in place for staff supervision and appraisal, and for staff meetings although these are not always routinely carried out which means information may not be shared or staff may not feel fully supported as regards to their views and their professional development. There is a generally good commitment towards undertaking staff training to support continuous improvement, and staff do seek parents' views through the comment box and the parental questionnaires. However, the systems for ongoing self-evaluation are not fully established.

Partnership with parents works well, and information is shared through daily discussion, notice board displays, newsletters and the use of the daily diary and the 'adventure book' for pre-school children. Parents are involved in their children's learning as they meet with their key worker twice a year to discuss their progress and view their development folders. Staff are friendly and easily approachable and

willing to give parents time to discuss their children. There are well-established links with some other professionals so all can work together to best support children's individual needs.

The quality and standards of the early years provision and outcomes for children

Children settle well and are provided with a range of different experiences to support their overall development. They move freely around the space available and access toys of their choice, while younger ones practise their early crawling and walking skills or use cushions to exercise their limbs. The older ones are learning about safety as they follow the guidance for safe practice when they go up and down stairs. There are regular fire drills so that children become used to the procedures for evacuating safely. Children are encouraged in daily routines to promote their health, such as hand washing, and several independently seek and dispose of tissues when they need to wipe their noses. Older children have many opportunities to develop their physical skills as they access the outdoor play area several times a day, clearly enjoying the recently developed play space where they can follow the tracks, sit on the flower seats or make music on the fixed equipment. Children's individual routines are thoroughly discussed and recorded in their comprehensive individual child profiles during the initial visits and these are followed, with regards to eating, sleeping and children's preferences. This aids an easy settling-in process and enables staff to understand children's starting points so they can build on their individual skills. Children's health is well-promoted as they have well-balanced and nutritious meals which are cooked on the premises and lots of healthy snacks such as fresh fruit or vegetable sticks and hummus. They have free access to their water bottles at all times.

Children get on well with each other as staff recognise the importance of focusing on the positives to encourage good behaviour. Children play alongside each other well, and take turns, working effectively together, for example, to build towers. Children are regularly praised and encouraged, which develops their sense of self-esteem, and also receive stickers which are placed on the chart to recognise their achievements. Children are encouraged in independent tasks, for example, like going to the toilet, helping staff lay the table, and are able to decide when and if they want snack. They are given choices in their play, and their views are regularly sought.

Personal, social and emotional development are well-supported as children are valued as individuals and staff encourage them to share family events and real experiences at circle time, when they read from their 'adventure books' recorded by their parents. Older children are invited to complete their 'all about me' displays to share information about themselves. Children benefit from a stimulating learning environment, where they have easy access to a wide range of resources to encourage their overall development and these generally support all areas very well, although opportunities to learn about the wider world are limited. The outdoor space has recently been developed, and older children reflect their appreciation of this, both verbally and in creative ways. Additional plans are in place for creating growing and sensory areas. Children thoroughly enjoy a range of

creative play such as a flour activity, where they use their senses and describe the changes as they add water and stir it in with different implements, commenting that 'it smells like biscuits'. Children have access to a role play room where they partake in a range of imaginary play. They have lots of opportunities to increase their skills through the use of technology. They develop their problem solving skills as they create different shapes and make towers with bricks and masking tape, as they explore ways of balancing different items. Language development is well-supported, through conversation and different questioning techniques and a developing interest in books. Children have some opportunities to learn about their local community as they occasionally take walks to the local park and shops.

Staff are aware of the benefits of monitoring and recording children's progress, and alongside support from the early years advisor, most have found an effective way of doing so with spontaneous and more detailed observations which inform the planning for the next week. Staff get together and discuss and identify the next steps for individual children, which means they are receiving appropriate challenges and support. Staff use this knowledge to move children forward and work closely with other professionals to provide more specific support so that all children are engaged and included.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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