



# Triangle Pre-School

Inspection report for early years provision

<b>Unique Reference Number</b>	EY286320
<b>Inspection date</b>	13 December 2005
<b>Inspector</b>	Gabrielle Pollock
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<b>E-mail</b>	
<b>Registered person</b>	The Committee of Triangle Preschool
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional 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*

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## 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 satisfactory.

### WHAT SORT OF SETTING IS IT?

Triangle Pre-School is run by The Committee of Triangle Pre-School. It 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 fully enclosed garden available for outside play.

The Pre-School opens 5 days a week, term-time only from 09:30 to 12:00.

There are currently 15 children aged from 2 to under 5 years on roll, including 4 funded 3-year-olds. The setting currently supports children with special needs and children for whom English is an additional language.

There are three full time staff including the manager who work with the children, all of whom hold early years qualifications. The manager is working towards an NVQ level 3 and another member of staff is working towards NVQ level 4. The setting receives support from the Early Years Development and Childcare Partnership.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children are cared for in a satisfactorily clean, child-centred environment. They follow good personal hygiene routines which helps to prevent the spread of infection, and some of the older children independently wash their hands before eating their snack or doing a sticking activity.

Children's health is promoted as staff have relevant first aid training and have a clear understanding of procedures to follow should a child become ill in their care. Details of their individual health needs are readily available in the event of an emergency.

Children benefit from healthy snacks that comply with their dietary requirements.

Children enjoy a good range of play opportunities and experiences that promote their physical well being and development. They ride bikes, climb on and crawl through play equipment skilfully. Children use tools/kitchen equipment such as rolling pins or buckets and spades to further develop fine physical skills. The younger children join in some activities alongside the older children as staff adapt play opportunities to suit varying stages of development. All children are able to be active or have quiet times according to their needs.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children learn to take responsibility for keeping themselves safe and learn about potential dangers as staff explain safe practices to children. Implementation of informal risk assessments and removal of most hazards further ensures children's safety.

Children move safely and confidently around their environment, making their own choices about their play. Space is well organised and used effectively. This allows children to have opportunities to be active, engage in physical activities, table top and floor activities, and to enjoy opportunities to relax and share books in a comfortable environment with soft chairs and cushions.

Children access a good range of play equipment and resources, much of which is

presented at low level in labelled boxes. The learning environment is stimulating and welcoming to both children and adults, which enhances children's learning and increases opportunities for them to be independent and develop self-esteem, for example as they notice their creative work displayed.

Staff have a satisfactory understanding of child protection issues and are aware of procedures to follow should they be concerned about a child in their care.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children enjoy their time at the setting. They arrive happy and confident and quickly settle, making their own choices about their play. Caring, nurturing relationships between staff and children help younger or children who are upset to settle and become familiar with their surroundings and the daily routine. Children are interested in activities and involved in their learning. Children are progressing because staff use their understanding of children's development, to provide satisfactory quality care and learning experiences. Staff know children well and talk to them about their family and what they have been doing at home. This interaction, and the implementation of a key worker system, helps to secure relationships between children and staff developing a sense of trust.

Children enjoy the textures of messy play materials and the colours and sounds of a variety of other toys which they explore with interest. Young children develop early communication skills as they are free to express their views and opinions to staff and their peers during activities and at circle time.

Children enjoy opportunities to express imagination through role-play or when free painting on the easel, and experience a range of media and materials encouraging them to explore, for example through junk modelling. Staff know the children well and how they are progressing and plan according to interests and topics such as Eid or Christmas. They recognise the value of play in a child's development and introduce a range of experiences, enabling all children to learn to play and work together in large and small groups as well as independently.

### **Nursery education**

The quality of teaching and learning is satisfactory. Children make progress because staff have an understanding of how children learn and know the children in their care well. Staff initially observe the children and plot their progress on a developmental chart. However, the individual observations and assessments do not inform planning. The activity sheets, although they are evaluated, do not inform the next steps for children's individual learning. This could impact on children's progress and opportunities of challenges.

Children's attitude towards learning is good. They are able to concentrate at self-chosen, group-led activities, and they persevere until finished.

Children count confidently and understand one to one correspondence. However,

staff do not develop children's awareness of comparisons of numbers, addition and subtraction during everyday activities, which restricts children's learning.

Children talk freely about their home and what activity they are doing. Children interact with each other; they negotiate and take turns. Two children play in the water and ask to swap toys. They sit together and listen eagerly at circle time, and enjoy counting on rote, playing recollection games and listening to stories. Children independently use a range of tools and materials, which they use to represent their own ideas.

The nursery routine provides children with opportunities to engage in physical activities and explore creativity using a range of media such as sand, glue and paint. They learn about themselves and the wider community through discussion and topic work.

### **Helping children make a positive contribution**

The provision is satisfactory.

Children have good levels of confidence and value themselves and one another. Children are learning about diversity through positive play materials that are provided. They show respect for their peers, for example by saying please when sharing play materials. Children with special needs are supported as staff give good one to one attention. A positive inclusive environment is encouraged and staff adapt activities to ensure that all children can play alongside their peers.

Children behave well as staff are positive role models. They learn to negotiate, take turns and share play materials. Children's spiritual, moral, social and cultural development is fostered.

The individual needs of all children who attend are met. Staff exchange information with parents of children's activities and care, through daily discussions and scrap books of children's art work. Relationships with parents are friendly and they are welcomed into the group on the parent/carer rota. Policies for the group are not readily available or shared with parents. This contributes to inconsistencies in the children's care. On the day of inspection parents expressed how happy they are with the service provided. The partnership with parents of children who receive nursery education is satisfactory. Children's progress is monitored by staff. However, parents are not involved in their children's assessments or receive information about their next steps for development, which affects opportunities for them to fully contribute to their child's learning.

### **Organisation**

The organisation is satisfactory.

The registered person uses effective recruitment procedures which ensure that staff are appropriately qualified and vetted. Staff are experienced and work well as a team. The setting have not notified the regulating body of committee member

changes. This is a breach of regulation but the impact on children is limited.

Staff attend training to update their knowledge and understanding of good childcare practices and are aware of improvements they need to make as the setting evaluate their practices.

Most records are in place and confidentially maintained.

Leadership and management is satisfactory. Management use staff meetings and general discussions to monitor the curriculum and the impact on children's progress. Staff have access to training through the Early Years Development and Childcare Partnership. The management are currently aware of the areas that need improvement.

The setting meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

Not applicable.

### **Complaints since the last inspection**

There have been no complaints made to Ofsted 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.

## **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 satisfactory.

## **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):

- devise a system to ensure that parents can be fully involved in all aspects of their child's care and learning

- improve systems for notifying the regulating body of any significant changes

### **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):

- increase staff knowledge and understanding of the Curriculum guidance for the foundation stage to improve the quality of teaching
- develop a system to ensure children's assessments inform planning and the evaluation of activities identify the next steps for individual learning
- improve opportunities to build on children's knowledge to compare and use numbers to solve problems

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