

# Triangle Day Nursery

12 Heath Terrace, Leamington Spa, Warwickshire, CV32 5LY

<b>Inspection date</b>	17/01/2013
Previous inspection date	02/02/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- Children are very well safeguarded in the nursery as all staff have a thorough understanding of child protection, and children are supervised vigilantly. Robust staff recruitment and induction procedures ensure that all staff are suitable to work with children and continually improve their safeguarding knowledge and awareness.
- The provision of an exciting and challenging range of activities and high quality resources means that children's learning and development is enhanced very effectively across all areas of learning.
- Leadership and management in the nursery is excellent. The management team monitor and support staff very effectively and focus on the specific training needs of staff in order to continually improve the quality of teaching, which means that children receive high quality learning experiences.
- There is a strong partnership with parents and carers at the nursery. They are fully involved in their children's learning as they share information with staff on children's progress and achievements and support their learning at home. The manager finds innovative ways in which to involve parents further.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed activities in the four main rooms and the outside learning environment.
- The inspector held meetings with the provider and the manager of the provision.  
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of practitioners working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector also took account of the views of parents and carers spoken to on the day and in information included in the self-evaluation form.

## Inspector

Catherine Sharkey

## Full Report

### Information about the setting

Triangle Day Nursery is in private ownership and was registered in 1994 on the Early Years Register. It 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. It is managed by the proprietor, the manager and the deputy manager. The nursery serves the local area and opens on Monday to

Friday from 8am to 6pm all year round, with the exception of Bank Holidays.

The nursery employs 10 members of childcare staff, all of whom hold appropriate early years qualifications at level 2 and 3, with the exception of one member of staff who is the nursery financial controller but works with the children on occasions with supervision. Children attend for a variety of sessions. There are currently 40 children on roll who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities, and receives support from the local authority.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- ensure that all children have the opportunity to extend their communication and language skills by addressing the training needs of some staff further, with regard to their clear communication with children.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Children are making extremely good progress with highly supportive staff and excellent teaching. Staff in each of the three base rooms make detailed observations on the children in their key groups and on the other children in their room. This information is used to plan exciting activities for the following week, so that children's learning styles and interests may be taken into account and their needs are met. The observations are recorded in their 'learning journals' along with accompanying photographs for some activities. Parents are able to see these at any time and contribute to them so that they are involved in their children's learning. Each child's progress is reviewed regularly to enable staff to plan activities which build on children's learning very effectively. Parents share information with staff on a daily basis and write in diaries about children's experiences and progress at home. This provides very clear starting points which staff build on and through which children's language and communication skills are developed. Parents are very well informed about their children's progress through speaking to their key person at any time and at parents' evenings. They may take part in 'messy play' sessions in the baby and the toddler room, so that they find out more about how children learn through play in order to support children more effectively at home.

Babies enjoy exploring the feel of glue, feathers, shiny paper and cotton wool as they

concentrate well on a collage activity. Each room is extremely well organised so that children have plenty of space in which to choose their own activities and resources and develop their play according to their interests and learning styles. They are supported well in their play by staff who are highly knowledgeable about how children play and learn. This is particularly apparent in the pre-school room, as children enthusiastically learn to recognise letters, sounds and familiar words and develop their mathematical skills so that they are ready for school. They find their names when they self-register and are beginning to name and recognise rhyming words. Children's technological skills are developed exceptionally well as they use the computer independently, print the photographs they take and use torches and remote controlled cars with competence. Toddlers enjoy looking at their pictures of a popular character in a book and join in with the story when a pause is left for them to complete the sentence.

The outdoor area is used very effectively for activities which enhance each area of learning and is accessed in all weathers. Children enjoy using an enclosed book area or the flat surface to develop their physical skills with bikes and pedal cars. They plant spring bulbs and grow vegetables so that they learn where their food comes from and how to care for living things. All children enthusiastically enjoy taking part in music, movement and rhythm sessions in which they sing, dance and play percussion instruments. This has been implemented as a result of parents' suggestions, which are valued by the setting. Children's own and other cultures and festivals are celebrated in exciting ways, such as food tasting and learning some words in Polish or German. Parents are happy to volunteer to enhance children's learning in this area. Children with special educational needs and/or disabilities are supported very well as staff work closely with parents and outside agencies in order to fully meet their individual needs.

Most staff engage in very effective communication with children in order to encourage and develop their language and communication skills. However, some staff in the toddler and the baby room are not yet fully confident in ways in which to increase and extend children's communication skills. This means that children in these rooms may currently not develop their skills as exceptionally well as those in the pre-school room. This has been identified by the manager, who has sharply focused, practical plans being implemented in order to address this. Her recently acquired knowledge from a course is proving very effective in improving staff's knowledge and skills, in the further development of children's language and communication, but is not yet fully embedded in practice.

### **The contribution of the early years provision to the well-being of children**

The nursery staff are very kind and caring, and children are extremely happy and secure in this very welcoming and friendly nursery. A baby who is upset holds onto his key person's leg and is picked up for a cuddle to comfort him. Children happily sit on the laps of staff and enjoy including them in their play, which shows they feel secure. Two babies have a game of 'peep-bo' with a member of staff and another falls asleep easily in her arms. Each room has a cosy, covered area with cushions, books and objects to explore so that children may choose to rest or have quiet time when they wish. Babies who need to sleep in cots are checked regularly and the room is quiet and dimly lit so that they feel calm. Children in each room are very well behaved and have extremely good relationships

with staff and each other. They tidy up willingly and pre-school children and toddlers chat happily to each other at meal times and during their activities, which develops their social skills very effectively. Children are given high levels of confidence and self-esteem as they are praised for their achievements and contributions to discussions. A child is very pleased with himself when he uses the toilet on his own. Children are extremely confident and self-assured in asking for things they need and in moving around the nursery, and their ideas and opinions are highly valued.

Children are given healthy snacks and nutritious and interesting meals cooked by the nursery's own chef. They are able to access water at any time, which helps them to gain independence as even the babies know where their cups are and help themselves when they need them. Children in the toddler room are asked which toys they would like to have out after their story and ably decide whether they want their bibs at lunchtime. They are skilfully taught to keep themselves safe, as they are reminded not to talk with their mouths full in case they choke and to be aware of other children when moving around. Children are extremely thoughtful and kind to each other as babies are aware when another child is upset and offers them a drink. Children have fresh air and exercise each day in the nursery garden and on walks around the local area, such as when they visit the park or the shops. Accident and medical records are very well kept so that children's health is fully protected.

Children's feelings of security are given very high priority in the nursery. Parents may stay to settle their child when they first start. Babies have an imaginative 'family book' containing photographs of their families and pets so that they can look at this if they need to be comforted. Transition to a new room in the nursery is a happy experience for children as they spend increasing amounts of time in their new room with their key person to begin with. They also get to know the staff and children throughout their time at the nursery. Parents are given a booklet explaining the changes regarding their child's new room and staff. Children's transition to school is also enhanced, as some of the school staff visit the children at the nursery and children take part in some school activities during the summer term and are invited to watch their Christmas play, so that they become very familiar with the school building and the staff.

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

The provider, the manager and the deputy manager form a highly motivated management team for the nursery. Staff are monitored regularly and are very well supported in furthering their training and professional development. Staff work consistently well together as a team to expertly evaluate their provision and identify areas for improvement. The nursery has an ongoing action plan which contains sharply focused improvements for the provision in order to provide even more effective and challenging learning opportunities for all children. For example, highly comprehensive and innovative plans are in place to develop children's language and communication skills more effectively and the manager has an excellent understanding of her role in supporting staff. Specific training needs are targeted and staff receive focused guidance in their implementation of the early learning goals and the evaluation of their teaching and planning. The

management team completes a robust self-evaluation form with input from staff, which means that they are striving for continuous improvement and excellence in the nursery provision. The local early years development worker and advisory teacher visit regularly to assist in the effective monitoring of the provision and educational programme by the management team.

An excellent safeguarding policy is implemented very well by all staff. The manager ensures that all staff understand and implement each aspect of the comprehensive policy as she monitors them rigorously and carries out regular checks so that children are extremely safe in their care. The premises are very secure as only staff open the main door and carefully check the identification of visitors who are not known to them. Rigorous recruitment and induction policies ensure that all staff are suitable to work with children and that they carry out their responsibilities in a highly effective manner. The manager and the deputy manager have both attended a safer recruitment training course to further enhance the quality of staff. Very detailed risk assessments for the premises and for trips ensure that children are kept exceptionally safe at all times.

There are excellent partnerships with parents and carers and with other professionals. Parents are invited to comment on the provision and their suggestions are acted upon. The manager is currently formulating ideas in which parents may have a support group, with a trained leader, in order to discuss ways in which they may enhance children's learning at home or receive advice from the setting. Staff work closely with parents and with professionals, such as a speech therapist and health visitors, in order to fully support children with special educational needs and/or disabilities. There are close links with local primary schools and other early years settings children attend. Therefore, they receive continuity of care through the sharing of information about their progress and their individual needs.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the

	Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met	The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met	The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	200835
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	817937
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	40
<b>Number of children on roll</b>	40
<b>Name of provider</b>	Triangle Nurseries Limited
<b>Date of previous inspection</b>	02/02/2010
<b>Telephone number</b>	01926 337821

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted’s website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

