

Triangle Day Nursery

Triangle Day Nursery Ltd, 10 Kellner Road, LONDON, SE28 0AX

Inspection date	13/01/2015
Previous inspection date	02/10/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff effectively promote children's individual needs through comprehensively assessing the stage they are at and planning interesting, challenging activities to enhance their development further.
- Children form secure attachments with staff and show a strong sense of belonging due to the highly effective settling-in procedures and key person system.
- Children are cared for in a safe, secure environment where comprehensive risk assessments identify and minimise any potential hazards.
- The nursery has strong partnerships with parents due to a range of successful strategies to involve and engage parents in their child's learning and development.

It is not yet outstanding because

- Staff have not fully developed the planting area to provide additional sensory experiences and to support children to develop healthy choices through growing their own food.
- At snack and meal times, older and or more able children are not fully able to develop their self-help skills and independence.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector looked at children's assessment records and planning documentation.
- The inspector took into account the views of parents spoken to on the day of the inspection.
- The inspector observed children and the quality of teaching during spontaneous and planned activities.
- The inspector sampled documentation such as the attendance register, accident and medication records, and suitability checks.
- The inspector discussed safeguarding processes and checked evidence of safe recruitment, self-evaluation systems and the ongoing professional development of staff.

Inspector

Lara Hickson

Full report

Information about 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 7am till 6pm, for 51 weeks of the year. The nursery is registered on the Early Years Register. There are currently 43 children on roll in the early years age range. The nursery receives funding to provide free early education for children aged two-, three-, and four-years old. The nursery supports children who learn 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 work with the children. The nursery also employs a cook.

What the setting needs to do to improve further

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

- support older and more able children to become more independent at snack and meal times, for example by encouraging children to pour their own drinks and to serve their meals
- further develop the planting area to provide children with opportunities to develop their awareness of healthy food choices and to create sensory experiences through plants with different smells and textures.

Inspection judgements

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

Staff demonstrate a secure knowledge of the learning and development requirements and as a result, children are making good progress in relation to their starting points. Staff are aware of how children learn and develop and the value of learning through play. The nursery environment is bright and stimulating. The indoor and outdoor environments offer children opportunities to extend their learning in all areas. For example, there are numbers and letters displayed in the garden areas and these offer children additional problem solving opportunities. The bikes and scooters are numbered in the pre-school garden area and children are able to park these in their matching parking space. This activity has been further extended as children also have opportunities to match letters when deciding if a space is for a bike or scooter as staff have labelled 'bicycle 1' as well as 'scooter 1'. This encourages children to look at the initial letter and also gives them the opportunity to see

the whole word which supports the more able children. Low-level storage throughout the nursery and in the garden areas enable children to see what is available and independently select what they wish to play with from an early age. This supports choice and decision making skills.

Children participate in a wide variety of activities to support their development of early maths skills. During daily routines and play activities, staff promote children's early counting skills well. For example, when bouncing on the trampoline in the garden, children are encouraged by staff to count how many jumps they do. Staff also skilfully use this as a behavioural management technique as they encourage children to jump ten times before they let their friends have a turn. This encourages their sharing and turn taking skills as well as further reinforcing simple counting skills. Children are provided with numerous opportunities to develop their matching and problem solving skills. For example, in the home corner, staff have made the outline shapes for plates and cutlery for children to match. There is a wealth of opportunities for children to see print throughout the nursery such as on displays, on name pegs and on their placemats at mealtimes. Staff have labelled toy boxes and trays with photographs and lower case labels. This supports children to see print in meaningful situations and promotes early reading skills well. Children thoroughly enjoy using the innovative role play areas and small world resources throughout the nursery and in the garden area. These really enhance their imaginative play as they pretend to cook with their friends or repair their scooters and tricycles in the bicycle repair shop. However, Staff have not fully developed the planting area to provide additional sensory experiences and to support children to develop healthy choices through growing their own food.

The quality of teaching is good, due to the regular and robust assessments of children's progress. Observation and assessment systems are highly effective in identifying the next steps in learning for each individual child which helps them to make progress. Parents are fully involved in supporting children's learning from the start of their child's time in the nursery. For example, staff gather information from parents to accurately identify children's starting points and the initial next steps in their learning. Since their last inspection, the manager has further enhanced their observation and assessment systems. This has improved parental involvement in their child's learning. For example, a 'personal line of development' sheet is sent home by a child's key person on a regular basis asking parents specific questions to support a particular next step unique to their child. This enables parents to make comments on what they do to support this area as well as what they have observed their child can do. Progress checks at two years are extremely detailed. Meetings with parents provide staff with opportunities to talk about any concerns and support that is available. This enables staff to seek advice and guidance from outside agencies, such as speech and language therapists, to help children make progress.

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

Staff tailor settling-in procedures around the individual needs of children, in full consultation with their parents. Staff are extremely flexible regarding the settling-in period and as a result, even children who have only been attending for a few weeks have formed

close relationships with staff. A well-established key person system helps children form strong emotional attachments with the staff.

Children's ongoing safety and well-being is met extremely well as a result of the effective deployment of staff throughout the nursery. Staff closely supervise children and respond swiftly to their individual needs while encouraging their independence and problem solving skills. The staff have highly effective security systems to protect children from unauthorised adults entering the nursery. For example, all parents and visitors to the nursery cannot gain entry into the main nursery or access to the children until their identity has been checked and they have signed into the setting. Good collection procedures are in place to ensure that children are only released to authorised adults. Children learn how to keep safe during activities and during routine activities. For example, they practise the evacuation drill termly to ensure that they are aware of the procedure to follow in an emergency.

Well-resourced outdoor play areas are accessible from individual group rooms and are used effectively to promote all areas of learning and offer challenges appropriate to children's age and stage of development. There is a large, paved canopy area accessible from every group room which ensures that children are protected during hot and wet weather. The staff have good procedures to ensure that children's dietary requirements are met. They gather comprehensive information about individual children to ensure they have suitable meals and snacks. The staff provide children with breakfast, tea and snacks and uses an external catering services for children's main meal and dessert.

Children are learning the importance of good personal hygiene through effective daily routines such as washing their hands before snack time and after going to the toilet. Staff support them to develop independent hygiene practices that promote their health and well-being. However, staff do not maximise opportunities for the older children to develop independence skills at snack and lunch times. For example, staff pre-prepare snacks and serve children's meals up for them. Therefore, children are unable to learn how to serve themselves and appropriate portion sizes.

Children's behaviour is good. They share and take turns well. Staff support and encourage children's behaviour using consistent behavioural strategies appropriate to the age and level of understanding of each child. For example, staff use a sand timer to support children's concept of turn taking. Staff encourage children to behave appropriately, offering gentle reminders of the consequences of any inappropriate behaviour. For example, at lunchtime, staff remind children to use their cutlery safely and explain that if they wave their knives in the air they may hurt their friends.

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

The provider has a good understanding of her responsibility to ensure the requirements of the Early years Foundation stage are met. Robust recruitment, vetting and induction procedures ensure that all people who work at the nursery are suitable to do so. Staff

demonstrate a secure knowledge and understanding of child protection issues and the procedure to follow if they have cause for concern. Extensive safeguarding policies and procedures are in place and since the last inspection these have been updated to include guidance on the use of mobile phones. These are observed working comprehensively in practice, as all staff leave their mobile phones in the staff room while working. There is a designated person with responsibility for liaising with external agencies about any safeguarding issues. As a result of these stringent practices, children's safeguarding needs are fully met.

The manager, her deputies and the whole staff team work closely together monitoring and evaluating the nursery to improve all aspects of the setting. Their continual review of practice across the nursery fully meets children's needs. For example, each key-person tracks the ongoing progress of their key children and records information on a tracking sheet to highlight any gaps in learning. The manager recognises the strengths within the nursery, including the well established working relationships with parents and the highly motivated, consistent staff team. The Manager and the whole staff team demonstrate a positive attitude towards ongoing training and assessment. Effective, reflective practice has a positive effect on the welfare and safety of children. For example, the manager reviews accidents on a monthly basis to identify if any emerging patterns regarding places where accidents take place or times of the day when more accidents may occur. As a result, she is able to take action to minimise any hazards to children. An effective supervision, appraisal and training system is in operation to support the ongoing professional development of staff.

Parents receive comprehensive information about the nursery and children's ongoing progress and achievements, for example, through information outlined in newsletters, policies, parent meetings and written reports. Parents are very happy with the nursery and feel actively involved in their child's learning. Children benefit from the consistency of care between the home and nursery environments. Partnerships with other professionals are highly effective and ensure that early intervention is sought to meet specific 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. 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 monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

Unique reference number	EY368087
Local authority	Greenwich
Inspection number	829068
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	47
Number of children on roll	43
Name of provider	Triangle Day Nursery Ltd
Date of previous inspection	02/10/2008
Telephone number	0208 3129456

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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, which are usually the childminder's 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.

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