

Triangle Pre-School Ltd

Peartree Park Pavillion, The Ridings, Stevenage, Herts, SG2 9UA



Inspection date	4 November 2015
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff implement purposeful teaching techniques. They use assessment information well and offer children activities that reflect their interests and developmental needs. Children are positive about their play and develop the skills that support them when they start school.
- Staff know the children well. They work sensitively with each one, helping them to respect each other, share and work together. Children develop good social skills and understand how to communicate and express themselves appropriately.
- The manager supervises staff well. She supports them in attending training and putting any new knowledge into practice. For example, staff now take a more consistent and positive approach to behaviour management. They support children well in learning to manage their own behaviour.
- The manager's monitoring of children's progress is effective and she quickly notes any weaker areas. The introduction of additional activities that support children's mathematical knowledge means that this area is now improving and gaps in learning are closing.
- Staff work well with parents and support them in extending their children's learning at home. For example, they provide simple resources and clear guidance that enable parents to help their children develop their early reading and writing skills.

It is not yet outstanding because:

- Staff do not always organise all structured group times, so that these consistently offer all children opportunities that fully challenge them.
- Staff sometimes carry out tasks for children, so they do not always promote their independence to the very best extent.

What the setting needs to do to improve further

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

- enhance the organisation of group times, so that all children are consistently challenged during these times
- extend the daily opportunities that enable children to develop their independence.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the setting manager.
- The inspector held meetings with the setting manager (who is also the nominated person) and the deputy manager. She looked at relevant documentation, such as the setting's self-evaluation and evidence of the suitability of staff working in the setting.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Kelly Eyre

Inspection findings

Effectiveness of the leadership and management is good

The manager and deputy manager use their childcare qualifications well to demonstrate good practice and ensure that all requirements are met. The manager works with staff to evaluate and improve their childcare provision. She maintains a good understanding of the support required by individual children and uses additional funding well to promote their learning. The arrangements for safeguarding are effective. Staff are deployed appropriately throughout the setting, ensuring that children are safe and their individual needs are consistently met. Accidents are recorded and the manager monitors these to check for any changes that need to be made. Risk assessments are regularly reviewed and staff carry out thorough daily checks to ensure children's safety in all areas. Staff work well with other childcare providers, helping to ensure that children move smoothly between settings and their learning is not interrupted.

Quality of teaching, learning and assessment is good

Staff plan activities and resources that are exciting and interesting to children. For example, children choose plastic bottles and boxes to make models. They work out the best way to join them and choose resources, such as paint, glitter and shiny paper, to decorate their models. Activities such as these, support children in extending their creativity and in developing their own strategies and methods. Staff talk with children about what they have been doing, thereby, encouraging them to communicate and explain their ideas. Staff observe children's particular interests during each session and use these as a way of extending their learning. For example, children enjoy sweeping the wet path and a staff member adds bubble mixture to this. Children then become engrossed as they use the brooms to make marks and patterns in the bubbles.

Personal development, behaviour and welfare are good

Staff take great care to understand the needs of each child and their family. They act as good role models to children, showing a caring, positive approach. Children respond to this and quickly build secure relationships with their key person and other staff. Children learn to persevere and enjoy trying new experiences as staff offer sensitive praise and encouragement. This builds children's self-esteem and confidence and helps them to develop the positive emotional attitudes that support them when they start school. Staff support children well in learning about healthy lifestyles. The provision of practical outdoor clothing means that children enjoy playing out in the fresh air each day. Staff talk with them about how this benefits their bodies. Consistent boundaries and clear ongoing explanations from staff support children in building a good understanding of how to keep themselves and others safe.

Outcomes for children are good

Staff support all children well. They use practical teaching methods to support children who speak English as an additional language. For example, simple picture prompts aid early communication. This means that all children make good progress and are well prepared for the next stage in their learning.

Setting details

Unique reference number	EY486475
Local authority	Hertfordshire
Inspection number	1006181
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	40
Number of children on roll	56
Name of provider	Triangle Pre-School Ltd
Date of previous inspection	Not applicable
Telephone number	01438 488015

Triangle Pre-School Ltd was registered again in 2015. The setting employs 13 members of childcare staff. Of these, two hold appropriate early years qualifications at level 2 and 11 hold qualifications at level 3 or above. The setting opens from Monday to Friday, term time only. Sessions are from 9am until 12 noon and from 12.45pm to 3.45pm, with the option of a lunch club between the two sessions. The setting provides funded early education for two-, three- and four-year-old children. They provide care for children who speak English as an additional language.

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