

3 Corners

Extended Services Room, Triangle C of E Primary School, Butterworth Lane, Triangle,
SOWERBY BRIDGE, West Yorkshire, HX6 3NJ



Inspection date	16 June 2016
Previous inspection date	16 September 2010

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The highly motivated and reflective staff display a strong commitment to providing the highest quality of care and learning for all children. They critically review and analyse the effectiveness of their practice and meticulously identify targeted improvements in the pre-school and the after-school club.
- Children's independence is promoted exceedingly well. Staff are extremely patient and encouraging as they support all children to do things for themselves. Children are highly motivated and enormously self-confident.
- Children have excellent opportunities to learn outdoors, understand nature and develop their physical skills. Staff have created an environment that challenges children's strength and persistence to the highest levels. Children demonstrate impressive determination to reach the top of the muddy hill. This helps to promote their health and well-being very well.
- Children are prepared extremely well for their move on to Reception class. Staff work notably well with the school. They take children on numerous weekly visits to their future environment. In addition, children enjoy a weekly meal with the other school children. This helps to ensure children's continued high levels of emotional well-being.
- All children, including those with special educational needs and/or disabilities, are highly motivated and eager to play and learn. Staff support children exceptionally well. Children demonstrate secure and sustained progress. Staff are extremely proactive and establish an effective joined up approach with other professionals and parents.
- Partnerships with parents are superb. Highly successful strategies engage all parents and excellent two-way communication enables them to be fully involved in their children's learning. Parents are especially complimentary about the exceptional quality of the care and education in the setting.

What the setting needs to do to improve further

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

- continue to develop the already rich opportunities in the outdoor areas and review the impact of this on children's imagination and creativity.

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 manager.
- The inspector held a meeting with the manager and business manager. She looked at relevant documentation, including the setting's self-evaluation and evidence of the suitability of the committee and staff working in the setting.
- The inspector spoke to members of staff and children at appropriate times during the inspection.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Kate Banfield

Inspection findings

Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. Staff are highly vigilant in helping to keep children safe. Very robust child protection policies and procedures are in place, understood and effectively implemented. The manager uses meticulous monitoring systems to evaluate how different groups of children are progressing in the areas of learning. The impact on children's progress is systematically analysed. Staff are highly qualified and very well trained. They display expert knowledge of current legislation and the areas of learning. Professional development is sharply focused on the needs and progress of children. Staff benefit from excellent leadership and supervision. They are extremely well supported with all aspects of their role. The dynamic manager actively seeks and uses the views of staff, parents and children to bring about carefully planned improvements. She has identified plans to increase and review opportunities for imaginative play outdoors.

Quality of teaching, learning and assessment is outstanding

Staff's assessments of children's progress are made in collaboration with parents and all who support their learning. Any gaps in children's development are swiftly identified and early support is very effectively initiated. Staff use skilful communication and questioning and sustain children's engagement wonderfully well. Children's natural curiosity is expertly promoted, for example, as they observe tadpoles. They display an excellent understanding of the tadpoles and what they need to grow. Staff very skilfully support children's fascinations. They encourage children's investigations to help expand their knowledge. Through explorations and highly effective discussions, children resolve their question about whether or not tadpoles have teeth. Staff are extremely proficient at using children's spontaneous exploration to support their sustained engagement. Younger children demonstrate excellent timing and rhythm as they play the chime bars.

Personal development, behaviour and welfare are outstanding

Children benefit from very effective and flexible settling-in arrangements. Staff are extremely sensitive to children's individual needs and support their social and emotional development exceptionally well. Children learn to be highly respectful and tolerant of others. Staff are consistently excellent role models for children and teach them about making positive choices. Children's behaviour is extremely good. This supports them to be happy and inquisitive learners. Staff provide an attractive and inviting learning environment that is skilfully planned to ignite children's imagination, curiosity and independence skills.

Outcomes for children are outstanding

Children show superb levels of motivation and demonstrate an excellent, positive attitude to learning. They display brilliant imagination and cooperation, as they pretend to be police officers and catch the baddies. Children concentrate for extended periods of time when building structures and do not become distracted. They demonstrate superb muscle control and trace lines accurately. Children are supported exceptionally well to develop the skills and attitudes that prepare them for school.

Setting details

Unique reference number	EY406884
Local authority	Calderdale
Inspection number	850784
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 11
Total number of places	20
Number of children on roll	85
Name of registered person	Triangle Playgroup, Triangle Committee
Registered person unique reference number	RP523446
Date of previous inspection	16 September 2010
Telephone number	01422 835658

3 Corners was registered 2010. The setting employs six members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 and above, including one with early years professional status. The setting opens from Monday to Friday, term time only. Sessions are from 9am to 3pm. The out-of-school club is open Monday to Friday, term time only. Sessions are from 7.30am to 8.45am and 3.15pm to 6pm. The setting provides funded early education for two-, three- and four-year-old children. It cares for children who have special educational needs or disability.

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.

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

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.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016

