

Triangle Pre-school

Wesley Weeke Methodist Church, Fromond Road, WINCHESTER, Hampshire, SO22 6EG



Inspection date

Previous inspection date

11 May 2018

5 June 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- The manager and committee members are very ambitious for the children. The pre-school has a very good range of resources that engages the children in their play as soon as they arrive.
- The manager uses additional funding very effectively to provide extra help and support to close children's achievement gaps. Staff develop children's early language well, helping children to develop their speech and learn how to listen.
- The very experienced staff work well together as a team. Their consistent expectations help children behave very well. Children share, take turns and respect each other's views and needs. For example, they enjoy playing imaginative games being the 'farmers' choosing colours so children can cross the 'meadow'.
- Key persons are very attentive to the children and develop very strong relationships with parents. This helps parents to work in partnership with the setting, helping children make good progress in their development.
- The pre-school has very good relationships with the local school and other settings children attend, to share assessments of what children learn and provide consistency.

It is not yet outstanding because:

- Staff sometimes miss opportunities to support children even further to develop their curiosity and deepen their engagement in the activities they choose.
- Staff miss opportunities to engage and challenge older children more during group story times.

What the setting needs to do to improve further

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

- support children even further to develop their curiosity and deepen their engagement in the activities they choose
- provide older children with more opportunities to engage and challenge them further during group story times.

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. She discussed self-evaluation, looked at children's learning records, and a range of other documentation.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector took account of the views of parents and committee members spoken to on the day.

Inspector

Heather Rushton

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The management and staff are vigilant and recognise signs that children may be at risk of harm. They are clear about their responsibilities to report any concerns. The management monitors and recognises any children who have additional needs. They work closely with parents to provide extra help. Most children make expected or better progress. The well-established staff team works very well together. When needed, the manager and committee conduct a very rigorous recruitment programme. Staff benefit from a good-quality development programme that helps them to improve their teaching. The manager supports them well to reflect even more carefully on the children's needs. Parents benefit from the regular updates about their children. Staff provide and gain good information about what children can already do, and about their ongoing learning, so children receive consistent learning experiences.

Quality of teaching, learning and assessment is good

Staff plan exciting and interesting activities for the children. Children receive good support from staff to develop their confidence. Staff start the session with a sharply focused group time. Children come together as a large group and learn about the activities on offer that day. Staff help children to learn the day of the week, month of the year and to think about the weather. Staff are interested in what children say. They constantly engage children in interesting and purposeful conversations. This helps to extend children's vocabulary and they learn how to have conversations, building on each other's ideas. Staff assess children's learning in detail. They plan specific activities where they can check children's progress. Young children enthusiastically learn how to build tall towers with the bricks. They receive good support to concentrate, for example, as they play filling and emptying containers with water.

Personal development, behaviour and welfare are good

Staff help all children well, especially those who are shy to join in the activities. Children develop their confidence and begin to play with others. Children receive very good support in their health and physical development. For example, they enjoy nutritious snacks and healthy meals provided by the pre-school and parents. Children learn to help themselves to food and pour their own drinks. Children spend a lot of time outdoors. They climb and balance, and design a gym circuit. They play cooperatively as they all follow the leader. Children develop good range of physical skills. Staff introduce physical activities to help older children learn how to prepare for these sessions when they go to school.

Outcomes for children are good

Children learn how to be part of a large group. They follow instructions well and share with each other. They develop good self-help skills to do things for themselves. Children listen and they engage well in conversations. They learn numbers and begin to recognise letters. Children enjoy mark making. They are interested in the wider world and talk confidently about sharks and animals that live in the sea.

Setting details

Unique reference number	110090
Local authority	Hampshire
Inspection number	1082669
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	60
Number of children on roll	47
Name of registered person	Triangle Pre-school Committee
Registered person unique reference number	RP523600
Date of previous inspection	5 June 2014
Telephone number	07935611414

Triangle Pre-school opened in 1987 and registered with Ofsted in 2001. It is located in the Methodist Church Hall in the Weeke area of the City of Winchester in Hampshire. The pre-school receives funding to provide free early education to children aged two, three and four years old. Sessions run from 8.30am until 3.30pm on Monday, Tuesday and Friday, from 12pm until 3.30pm on Wednesday afternoon, and from 8.30am until 2pm on Thursday. There are optional lunch clubs. The committee employs nine staff to work with the children. Of these, five staff have relevant early years qualifications, including the manager who holds a suitable qualification at level 4.

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