

First Steps @ The Triangle

The Triangle-Liss Community Centre, Mill Road, LISS, Hampshire GU33 7DX



Inspection date	31 October 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Requires improvement	3
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 is a provision that requires improvement

- The provider did not have all required evidence available for the inspection regarding staff recruitment and induction.
- Staff do not take all opportunities to offer children access to everyday technology to develop their skills further.
- Staff monitor children's individual progress appropriately. However, leaders do not scrutinise the assessment information well enough to identify and close any gaps in learning between different groups of children.
- Leaders do not consistently encourage staff to identify and access further training opportunities to support their continuous professional development.

It has the following strengths

- Children behave well. Staff provide regular praise as they recognise children's efforts and achievements. This helps to raise children's confidence and self-esteem.
- Partnerships with parents are effective. Feedback from parents is positive and they feel involved in their children's learning and development.
- All children make good progress from their starting points. Staff monitor their development effectively. They complete regular observations and assessments, and plan well for children's next steps in learning.
- Staff support children's literacy skills well. Children have regular access to a range of books and mark-making resources to encourage their early reading and writing skills.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that all necessary documents are easily accessible and available for inspection, with specific regard to staff recruitment and induction	02/11/2018

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

- increase opportunities for children to explore and use technology, to help them develop their skills further
- use the information gathered through assessments of children's learning more effectively, to help identify and close any gaps in the learning between different groups of children
- provide staff with more opportunities to develop their professional skills to raise standards to an even higher level.

Inspection activities

- The inspector observed the interactions between the staff and children, and considered the impact on children's learning.
- The inspector spoke to parents of children to seek and consider their views.
- The inspector viewed a selection of documents, including policies and records of children's learning and development.
- The inspector viewed the areas of the nursery used by children.
- The inspector asked the staff questions throughout the inspection to establish their understanding of safeguarding children.

Inspector

Ingrid Howell

Inspection findings

Effectiveness of leadership and management requires improvement

Safeguarding is effective. Staff have a good knowledge of their roles and responsibilities in relation to keeping children safe and protecting them from harm. Self-evaluation works effectively. Regular discussions between leaders and staff enable them to reflect on the activities and discuss children's levels of interest to ensure they are motivated and engaged. Staff have a good overview and knowledge of the way children learn and develop. They have appropriate skills and qualifications, and undergo suitability checks before commencing their employment. However, on the day of the inspection, recruitment, induction and supervision documents were not available for inspection, as these are kept on a different site. Therefore, staff references and other documents were not available to help determine whether recruitment processes are robust.

Quality of teaching, learning and assessment is good

Staff interact well with children and encourage them to participate in a range of activities. They use the information gathered from observations of children effectively to plan activities to help children to progress further. Children have an abundance of opportunities to use drawing and writing materials to record their thoughts and ideas. For example, children eagerly pretend to write letters and discuss how they could send these through the post. Staff use good opportunities to extend children's interest to explore and investigate the world around them. For instance, they point out the patterns that aeroplanes have made in the sky and talk to children about where the aeroplanes may be going. During activities, staff encourage children to think critically and to solve problems. For instance, they encourage children to explore ways of transporting dinosaurs from one side of a pretend river to the other. Children eagerly collect bridges and wooden tracks from the train set and use these to solve their problem and show delight in their achievements.

Personal development, behaviour and welfare are good

Staff support children in a safe and secure environment. They provide a warm and caring environment that welcomes children and their families. Leaders have built purposeful relationships with staff at the local primary schools. They are committed to working together with them to ensure that children experience a smooth transition to school. Children have good opportunities to develop their physical skills well in the outdoor area. They show high levels of independence as they complete tasks, such as helping to prepare snacks and washing up after mealtimes.

Outcomes for children are good

Children successfully develop the skills that will help them in their future learning. For example, they know the sounds that different letters represent and begin to write their name with support. They cooperate well with others, demonstrate confidence in taking turns, and treat each other with kindness and respect.

Setting details

Unique reference number	EY536345
Local authority	Hampshire
Inspection number	10076682
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	30
Number of children on roll	25
Name of registered person	Fisher, Jane Mary
Registered person unique reference number	RP511860
Date of previous inspection	Not applicable
Telephone number	07464846644

First Steps @ The Triangle registered in 2016 and is located in Liss, Hampshire. The setting operates term time only, between 9am and midday on Monday, Tuesday and Friday and 9am to 3pm on Wednesday and Thursday. Seven staff work with the children, five of whom hold a relevant qualification at level 2 or level 3. The setting receives funding to provide free early education for children aged two, three and four years.

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.

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