

Inspection of First Steps @ The Triangle

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

Inspection date: 21 October 2019

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

The nursery is welcoming and inviting for children. Children feel safe and are keen to engage in play from the moment they enter the setting. This is demonstrated as they excitedly piece together a train track. Staff extend their learning by asking them to count the number of trains and ask questions to promote their understanding of size. Children show great delight as they explore mathematical concepts as they count how many conker shells they can find. Staff encourage them to think about how many more they will need to make ten.

Children are extremely well supported to develop an understanding of their community. Staff have established very strong links with the local care home, where children visit and spend time engaged in a range of activities with the elderly residents. Staff have high expectations for every child. They use additional funding well to help narrow any gaps in achievement. For instance, it has funded additional training for staff and resources to promote children's communication and language skills.

Staff treat children with kindness and respect and are good role models. They help children to think about how their actions affect others. Children of all ages and stages of development play happily together. They begin to understand and follow rules, are polite and behave well.

What does the early years setting do well and what does it need to do better?

- Staff interact well with children and successfully support their developing language and communication. Throughout activities, they provide a commentary, model good conversational skills and introduce new vocabulary. For instance, staff model words such as 'slimy' and 'gooey' as children explore cooked spaghetti. Children quickly learn these new words and use them when describing different textures.
- Self-evaluation is effective and takes into account the views of staff, children and their parents. For instance, the manager has recognised that children need more opportunities to learn about the world around them and how fruit and vegetables grow. Children will now benefit from regular visits to the nursery allotment to develop their understanding. Children learn about technology in their community, such as the sequences of traffic lights. They talk about what the various colours mean. Children put their knowledge into practice as they drive their ride-on toys and stop when they are shown a red light.
- Staff are knowledgeable about their individual key children and understand exactly how to support their emotional well-being. Children demonstrate a strong sense of self-confidence, engaging staff and visitors in their conversations and play. They enjoy looking at books and sharing their favourite stories. Staff

read enthusiastically to children and encourage them to predict what might happen next. Children enjoy singing and dancing during their regular classes of music and movement. This helps to support their creative development.

- Children are motivated and energetic. They display good physical control of their bodies. The children excitedly chase after bubbles in the garden, negotiate the age-appropriate slide and pedal tricycles at speed. They skilfully negotiate obstacles in their way.
- Partnerships with parents are strong. Staff regularly discuss children's progress with them and involve them fully in their children's learning. Feedback from parents is positive, and they report on the positive impact the nursery has on their children's learning and development. Staff monitor children's development closely. They set children new targets to address any gaps in their learning. Older children are gaining a good foundation in early mathematical concepts and can identify some numbers and count confidently to 20.
- Staff share that they feel well supported. They have regular meetings with the manager to discuss their work and appreciate access to relevant training to help them develop. Staff feel their workload is manageable and enjoy working as a team. Although the manager offers support to her staff, the guidance and coaching is not rigorous enough to ensure teaching is consistently of a very high quality across the whole nursery.
- Children understand the routines of the nursery and are learning to take care of themselves. For instance, they self-register when they arrive in the morning and wash their hands ready for snack time. Children benefit from healthy snack options and opportunities to take part in physical exercise to help support their good health. However, staff do not effectively use opportunities to teach children ways to keep healthy, such as the benefits of healthy food and drink choices.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of how to keep children safe. They know how to recognise and report any child protection concerns and know how to take appropriate action when required. The manager has developed effective procedures to ensure suitable staff recruitment and checks ongoing suitability. The manager places a high priority on making sure that children are safe, and this is well managed throughout the nursery.

What does the setting need to do to improve?

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

- develop further the monitoring and supervision of staff to help raise the quality of teaching to a consistently high standard

- extend opportunities to teach children about the importance of a healthy diet.

Setting details

Unique reference number	EY536345
Local authority	Hampshire
Inspection number	10084099
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 to 4
Total number of places	30
Number of children on roll	29
Name of registered person	Fisher, Jane Mary
Registered person unique reference number	RP511860
Telephone number	07464846644
Date of previous inspection	31 October 2018

Information about this early years setting

First Steps @ The Triangle registered in 2016 and is located in Liss, Hampshire. The setting operates term time only, Monday to Friday between 8.30am and 3.30pm. Six 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.

Information about this inspection

Inspector

Sarah Richards

Inspection activities

- The inspector completed a learning walk with the manager and discussed how the curriculum is organised.
- The manager and the inspector carried out a joint observation to assess the quality of interactions between children and staff.
- The inspector spoke to parents during the inspection and took into account their views.
- The manager and inspector held a leadership and management meeting.
- The inspector looked at a sample of the relevant documents. She checked evidence of staff's qualifications and their suitability to work with children.

We carried out this inspection 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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