

# Inspection of Triangle Pre-School

Vaine House, Cassland Road, London E9 5BU

---

Inspection date: 13 July 2022

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Good
----------------------------------------------	------

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are motivated to learn in this welcoming nursery. They freely move between the inside and outside spaces, exploring the exciting activities on offer. Staff are warm and nurturing. For example, when a child becomes upset a member of staff immediately goes to comfort them, giving them a cuddle to make them feel better. Children are taught about the daily routines. This helps them to feel comfortable when transitioning between activities. Overall behaviour is good. Children are able to share and take turns and they are considerate towards each other.

Communication and language teaching is a strength of the provision. Children enjoy focused language sessions in the dedicated 'quiet room'. They listen to and respond to stories, supported by staff who ask them questions to develop their understanding of books. Story props are used to bring the stories to life. Staff model spoken language well, repeating words and phrases to increase children's vocabulary.

Staff have high expectations of the children. They support their growing independence by encouraging them to do things for themselves. For example, children find their own pegs to hang up their belongings and help tidy away the resources when they have finished playing with them.

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

- The manager and deputy manager work extremely well together. They lead the small and enthusiastic team to provide a well-structured and broad curriculum. Children's individual needs and interests are at the heart of everything they plan. Before children start at the nursery, staff talk to parents about their children's interests and any areas they need help with. This ensures they focus on the essential knowledge children need and supports children's settling in.
- Children benefit from the strong focus that staff place on their language and communication. All children are making good progress in this area. However, although mathematics is woven throughout the curriculum, opportunities to reinforce children's early mathematical skills are often missed.
- Staff work hard to support children's personal, social and emotional development. Children generally behave well and staff are excellent role models. They encourage and support children with clear and consistent messages. Where children need support, staff provide gentle reminders. This helps children to understand the behaviour that is expected.
- Support for children with special educational needs and/or disabilities is good. Staff identify issues early on and work closely with parents and other professionals to address them. They have a good knowledge of strategies to

support children, ensuring every child is able to access the curriculum.

- Whole-group activities are generally well planned, allowing children to practise their speaking and listening skills. However, the routine of the nursery means that 'sitting' activities are often close together. This means that due to the age and individual needs of some children, their attention can wander and their behaviour suffers as a result.
- Staff understand the importance of children maintaining a healthy lifestyle. They work with parents to ensure they provide a healthy lunch box for their child. Children enjoy snacks of fruit and vegetables throughout the day and regular fresh water. Activities inside and outside support children's small and large physical skills. For example, inside children carefully roll out and cut shapes in the dough, and outside they climb on the climbing frame and balance on the equipment.
- Staff are happy and motivated. They say that the team is 'like a family'. This positive attitude creates a calm and happy environment for the children. Staff feel very well supported by their managers. Professional development is valued. Currently three members of staff are studying for National Vocational Qualifications at level 3 in childcare. Managers are always on hand to provide support and advice when needed. This means that any issues are dealt with in a timely manner.
- Partnerships with parents are good. Parents praise the staff team and comment on how much their children enjoy attending the nursery. Staff regularly exchange information with parents about children's progress. They offer advice and support to help parents continue their children's learning at home.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of the possible risks to children. They know what to do if they have a concern about a child or a member of staff, and the procedures to follow. They have attended a wide range of safeguarding training to strengthen their knowledge and keep it up to date. The recruitment of staff is robust and the manager checks ongoing suitability. Staff complete daily checks of the indoor and outdoor environments to help identify and minimise any hazards. Prompt action is taken to deal with any issues. This helps to keep children free from accidents.

## What does the setting need to do to improve?

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

- review the nursery routines so that active and 'sitting' activities are well spaced, to ensure the youngest children and those with specific needs are fully engaged during whole-group sessions

- support staff to identify opportunities when mathematics learning can be reinforced, ensuring children regularly practise their early mathematical skills.

## Setting details

<b>Unique reference number</b>	EY286320
<b>Local authority</b>	Hackney
<b>Inspection number</b>	10234816
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	25
<b>Number of children on roll</b>	22
<b>Name of registered person</b>	Triangle Preschool Committee
<b>Registered person unique reference number</b>	RP905932
<b>Telephone number</b>	020 8986 8326
<b>Date of previous inspection</b>	23 September 2016

## Information about this early years setting

Triangle Pre-School registered in 2004. It operates from Homerton, in the London Borough of Hackney. The setting is open Monday to Friday, from 8.45am to 11.45am and 12.15pm to 3.15pm, during term time. It receives funding for the provision of free early education for children aged two, three and four years.

## Information about this inspection

**Inspector**  
Paul Church

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager spoke to the inspector about their intentions for children's learning.
- Staff spoke to the inspector during the inspection.
- The inspector observed the quality of the education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, or email [enquiries@ofsted.gov.uk](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022