

Inspection of Triangle House Private Day Nursery

Butterworth Lane, Triangle, Sowerby Bridge, West Yorkshire HX6 3NR

Inspection date: 31 August 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children do well in this wonderful nursery. Leaders and managers have high expectations and children's behaviour is exemplary. Children immediately follow instructions and listen intently. They concentrate for long periods. Older children keep on trying as they learn how to use a screwdriver. Toddlers bounce up and down with excitement, cheering when they climb to the top of the hill. Children take part in new experiences joyfully. This is because staff plan exciting activities that match children's deep interests. They introduce new knowledge through artefacts and collections, such as a collection of dolls from around the world. Even the youngest children show care for others, helping to put sun hats on each other and taking resources to their friends to share. Older children work well together, taking account of each other's views. The interactions between children and staff are exceptional, making children feel extremely secure and safe. They show their happiness, singing to themselves as they paint and play independently. Staff show the highest respect for children. They ask permission before changing nappies and request to join in children's play.

Children's vocabulary is excellent due to the thorough and consistent way staff introduce new words to children. Staff emphasise keywords in sentences, repeating phrases back to help children's understanding. Toddlers express their feelings, explaining they do not like the sound of fire engines. Staff reassure them and talk about what emergency services do to help us. Older children hold lengthy conversations with each other and adults, on a wide range of topics. They have confidence and use lots of expression in their voice, as they describe minibeasts and pretend to be shopkeepers.

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

- Parents feel very well informed about their child's progress and development. They trust the staff team and value the advice and guidance staff provide, such as helping with toilet training and bedtime routines.
- Children are captivated by stories. Older children can recite familiar texts and make up their own stories. Staff read with expression and invite children to talk about the characters and emotions. Children enjoy reading to each other, asking each other which story they prefer. Children borrow books from the nursery, deepening their understanding and passion for reading.
- Children's desire for knowledge is outstanding. They seek out information from staff, asking questions frequently. Staff support children brilliantly. For example, when children pick up a white cabbage, they make a reasonable guess that it could be a lettuce, but check this with staff. Staff introduce the word 'cabbage' and help children recognise the difference between the two. All children are very well prepared for the next stage of their learning.

- Older children begin to make use of tools and pencils with skill. They write their name independently and draw and paint their own representations of flowers, animals and people. Staff teach children specific physical skills. For example, they teach step by step how to cross a ladder on a climbing frame. This builds children's confidence and gives them a strong and satisfying sense of achievement.
- Staff frequently promote mathematical vocabulary. Young children compare 'big' and 'small'. Older children develop their understanding of shape and number as they describe and compare minibeast features. Staff encourage children to use mathematics to check accuracy. For example, they help children to check if they have enough apples in their basket, as they play 'shop'.
- Children show high levels of independence. Children put on their shoes, help themselves to drinks, serve themselves food at mealtimes and wash their hands and faces. Staff recognise and praise children's achievements. For example, when a toddler attempts to sing a song independently, staff stop what they are doing and listen carefully. They unanimously provide heartfelt congratulations, promoting a sense of pride and confidence.
- Children develop their knowledge of the world around them in meaningful ways. They examine the difference between a tiara and a headscarf and discuss why people might wear them. They read books about Diwali and have opportunities to wear special Diwali party shoes. This encourages them to find out about celebrations from different cultures, and to show curiosity about the multicultural world in which they live.
- Leaders and managers have a sharp focus on developing the skills of the team through continual monitoring, reflecting and training. Staff feel valued and appreciated. They do well in the supportive workplace environment.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers give high priority to children's safety and welfare. A comprehensive safeguarding policy is in place alongside procedures that underpin first-rate practice. Staff refresh their safeguarding training regularly. They take part in monthly quizzes and meetings with leaders, to keep their knowledge up to date. Staff immediately notice when children begin to show changes in their behaviour that cause concern, and then take action. Children know how to keep themselves safe. They seek out help when needed and use safety measures, such as goggles, when using the woodwork station.

Setting details

Unique reference number	303848
Local authority	Calderdale
Inspection number	10117582
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	71
Number of children on roll	80
Name of registered person	Hazelden, Karen
Registered person unique reference number	RP512167
Telephone number	01422 836574
Date of previous inspection	1 June 2015

Information about this early years setting

Triangle House Private Day Nursery registered in 1995 and is located near Sowerby Bridge, West Yorkshire. The nursery employs 25 members of childcare staff. Of these, 19 hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, all year round, except for bank holidays and one week at Christmas. Sessions are from 7am until 6.15pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Ginny Robinson

Inspection activities

- This was the first routine inspection the nursery 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 setting.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning. She held discussions with staff to understand how they organise the environment and curriculum.
- Leaders and managers met with the inspector to discuss the ongoing nursery improvement plans, safeguarding and the training of the staff team.
- The deputy manager and inspector jointly evaluated an activity that children completed and discussed how children's learning during the activity was developed.
- The inspector spoke to children and parents during the inspection, taking into account their views.
- The inspector had a tour of the premises.

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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