

Inspection of The Triangle Day Nursery

University Of Oxford, Old Road Campus, Roosevelt Drive, Oxford OX3 7XP

Inspection date: 2 May 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children separate from their parents and settle quickly to play in the welcoming environment. They show that they are happy at the nursery. Children of all ages confidently move around their rooms, making decisions about what they want to do. Older children enthusiastically take part in experimenting with water outside, guessing what sized balls will go down the slope the fastest. Babies smile at staff who talk to them and babble back in response.

All children access a large, well-maintained garden. They enjoy balancing on beams and making pretend cakes in the mud kitchen outside. Children behave well. They respond well to the positive methods used by staff. They learn to be kind to each other, wait and take turns. For example, when older children use bicycles outside, they take turns and help each other around the garden. Staff support children with their emotional well-being effectively. For example, young children engage as staff talk to them enthusiastically. Older children express their confidence as they ask questions and speak to staff.

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

- The new manager and senior team have a clear vision for the nursery. They evaluate all aspects of the nursery thoroughly and set precise goals for improvement. For example, they are currently working rapidly on strategies to communicate with parents and hear their views for continued improvement. Staff find out about children's interests and what they need to learn next from parents when children start the nursery. This helps children settle quickly into nursery life.
- Children develop a fondness for reading. Staff skilfully bring books to life as they read with enthusiasm, changing the tone of their voice to draw children into the story. They send home books to further ignite children's interest in books and promote their love of reading at home.
- Staff benefit from regular supervision meetings, where they can discuss their key children, their general well-being and professional development. The manager is reflective of her own and her staff's practice. She monitors staff through observations and uses this to help identify any specific training that staff might benefit from. This helps them to raise the quality of the provision.
- Staff observe and assess children's development. They get to know children very well and know their individual likes and dislikes. Overall, they plan activities well. For example, they introduce children to experiences such as sensory activities and cause and effect opportunities. Although children enjoy staff's interactions, staff do not consistently challenge children's learning to build on what they know and can already do.
- Staff support communication and language development well throughout the

nursery. They sing with babies and encourage them to join in their favourite songs. Toddlers have good language modelled to them and learn the correct pronunciation of words. Pre-school children have opportunities for more in-depth discussions and learn to describe things themselves. These skills support children to be prepared for their move on to school.

- Managers have high aspirations for children and staff. Children have access to a stimulating and well-resourced environment. However, children's play is, at times, interrupted by routine tasks. Children are not then consistently able to engage in deep concentration.
- All children make good progress from their individual starting points. Children with special educational needs and/or disabilities are supported effectively by their knowledgeable key persons. Staff work in partnership with other professionals to share information about children's development to help them make good progress. Children's learning is monitored, and staff act very quickly to put a targeted programme of support in place so that children catch up swiftly.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff are confident about recognising any signs that may indicate a child is at risk of harm. They have a good knowledge of their responsibilities to keep children safe. The manager and staff understand the procedures to follow in the event of an allegation being made about a member of staff. The manager ensures that all staff are suitable to work with children, and a robust induction ensures that staff have a clear understanding of their role and responsibilities. Staff implement thorough risk assessments and help children learn safe behaviours so that they can all play together in safety. For example, staff are deployed effectively where they can supervise children as they play.

What does the setting need to do to improve?

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

- continue to support staff to challenge and extend children's learning to help them to achieve as much as they can
- review the structure and routines of the day to allow children time to consolidate and deepen their knowledge through uninterrupted play.

Setting details

Unique reference number	2642171
Local authority	Oxfordshire
Inspection number	10283856
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	89
Number of children on roll	108
Name of registered person	Kids Planet Day Nurseries Limited
Registered person unique reference number	RP900964
Telephone number	01865 595 158
Date of previous inspection	Not applicable

Information about this early years setting

The Triangle Day Nursery registered in July 2021. The nursery is owned by Kids Planet Day Nurseries Limited and is located in the University area of Oxfordshire. It is open all year round. The nursery employs 27 staff who work directly with children, including two members of staff who hold qualifications at level 6. The nursery also employs 2 chefs. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Claire Boparai

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 provider took the inspector on a learning walk and talked about how they organise the provision and the curriculum.
- The inspector observed activities and evaluated these with the manager.
- During the inspection, the inspector spoke to children, staff and parents at appropriate times.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector sampled key documentation, including evidence of staff's suitability, qualifications and the safety 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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