

Inspection of Triangle Centre

London Borough of Haringey, Triangle Children's Centre, 91 St Ann's Road, London N15 6NU

Inspection date: 19 April 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children are independent, confident and happy to come into nursery. They are welcomed by staff, which helps them feel safe and secure as they arrive at the setting. Parents are also welcomed into nursery. This enables them to see their children at play, which provides reassurance, particularly for new parents.

Children mostly show they are familiar with the routines of the day. Older children develop strong friendships and lead their own play. They behave well and respond positively when staff give them gentle reminders of the nursery rules, such as to share and take turns.

Children choose what to play with. They enjoy being physically active while using the climbing equipment and balancing on the different levels of the outdoor play space. While children enjoy the activities on offer, staff do not always place enough focus on supporting children to build on what they already know and can do. At times, children lose interest and wander around. While they remain content to play on their own, the lack of targeted staff support does not help children to gain new skills quickly enough.

Staff support babies to sing familiar nursery rhymes, while learning names and sounds. They bring well-known stories to life by encouraging children to act them out. Children explore a range of different materials and textures to develop their sensory awareness. Older children enjoy using brushes to paint and are enthusiastic as they take the opportunity to make their own play dough and models from clay. Children's creative work is proudly displayed to celebrate their achievements in art and craft activities.

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

- Leaders work alongside staff and know the children and their families well. They demonstrate a willingness to make further improvements to enhance the quality of care and education provided for children. However, they do not consistently evaluate staff practice. They have not clearly identified the areas of provision that require strengthening, including staff's consistency in following the nursery procedures and the quality of the curriculum and teaching. Leaders have not yet ensured that there is an ambitious and well-sequenced curriculum embedded into practice. The quality of education is variable and children's experiences are not consistent throughout the nursery. Some staff are not sure of the intentions for children's learning, and, sometimes, interactions lack focus.
- All children have a key person. Staff understand the importance of this role in helping children build attachments and feel safe and secure. However, staff deployment often means that opportunities for children to spend time with their

key person are not always maximised.

- Partnership with parents is a key strength. Leaders are enthusiastic about working with parents to help ensure children make good progress. Parents explain that the staff and managers communicate with them very well in daily conversations and through an online app. Parents report that they know what their children are learning and what the staff want their child to learn next. They appreciate that staff respond swiftly to parents' suggestions.
- Leaders are taking positive steps to develop and improve the quality of the nursery. They are aware work is needed to secure more effective procedures for monitoring children's development. They have also identified that more robust arrangements for staff supervisions and a more in-depth and structured induction for all staff are needed to improve consistency and ensure staff are confident in their role. Staff say they enjoy working at the nursery and that the managers are approachable and supportive.
- Children have plenty of opportunities to make choices at nursery. They move between the indoor and outdoor areas and enjoy playing with their friends as they explore freely. However, although staff supervise children well, they do not always deploy themselves effectively to support children's learning. For example, when children show an interest in exploring resources, staff do not step in to help the children stay focused. This means that some children wander around from one activity to another and do not always receive good-quality interactions to promote their learning.
- Children have a healthy diet at the nursery. Staff talk to them about the food they eat, helping them to identify what is healthy food and what is not. Children pour their own drinks and staff support children's independence and self-care skills in readiness for their move to school.
- The nursery benefits from strong community links. Children learn about their local community through well-thought-out activities that include children's families. They experience different cultural celebrations and try culturally diverse foods. This helps children celebrate and learn about the diversity that exists in their community and the wider world.
- Staff have developed good working relationships with other professionals and organisations. They identify specific needs of children early on, ensuring that children with special educational needs and/or disabilities receive specialist support when needed. They work closely with parents to implement individual care plans.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a suitable understanding of their responsibilities for child protection. They understand the signs and indicators that may mean a child is at risk of harm. This includes knowledge of a range of safeguarding issues. There are several designated lead practitioners for safeguarding to provide support and guidance to staff. Secure entry to the premises is managed by the receptionist. This enables the management team to monitor who is coming into the building. Staff complete

daily risk assessments of the indoor and outdoor environment. The provider tracks accidents and incidents and makes the necessary changes to ensure that the setting remains safe and secure. Robust recruitment arrangements help ensure that those working with children are suitable for their role.

What does the setting need to do to improve?

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

	Due date
provide a curriculum that meets the needs of all children, so that children make the best possible progress	10/05/2023
improve staff deployment to help improve organisation and provide consistency for children to enhance their learning both indoors and outdoors	03/05/2023
ensure that arrangements for support and coaching of staff help them to develop their personal effectiveness and improve learning and development experiences for children.	03/05/2023

Setting details

Unique reference number	EY350646
Local authority	Haringey
Inspection number	10284119
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	102
Number of children on roll	74
Name of registered person	London Borough of Haringey
Registered person unique reference number	RP520823
Telephone number	0208 8028782
Date of previous inspection	7 September 2018

Information about this early years setting

Triangle Children, Young People and Community Centre registered in 2007. The nursery is open Monday to Friday from 8am to 6pm, for 48 weeks of the year. There are 18 members of staff. Of these, 17 hold relevant early years qualifications from level 2 to level 7. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four years.

Information about this inspection

Inspectors

Catherine Greene
Julia Crowley

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 inspection was carried out by two inspectors. The inspectors spent time observing practice across the nursery and observing the quality of education being provided, indoors and outdoors. They assessed the impact that this was having on children's learning.
- The inspectors viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Children spoke to, or communicated with, the inspectors during the inspection.
- The inspectors talked to staff at appropriate times during the inspection and took account of their views.
- The inspectors carried out joint observations of group activities with the provider and manager across the nursery.
- The inspectors spoke to several parents during the inspection and took account of their views.
- The inspectors 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.

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