

Inspection of Triangle Day Nursery

Triangle Day Nursery Ltd, 10 Kellner Road, LONDON SE28 0AX

Inspection date:

28 June 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 arrive happy and pleased to see the staff and their friends. They separate confidently from their parents and are eager to explore the nursery environment. Although staff do not carefully consider what they want children to learn, they know the children well and provide them with a range of experiences. For example, children enjoy hearing the story of the 'Three Little Pigs'. They look at the book and use the pretend houses and characters to re-tell the story. Some staff do not have consistently high expectations of children. However, children behave well. For instance, they know how to sit at the table and wait patiently at mealtimes.

Staff are not always well deployed. However, they support new babies to settle and feel secure in their environment. Staff are attentive to babies and know them well. For example, they provide dolls to help prepare young children for the arrival of a new baby to the family. When babies are tired, they are supported to lay down and have a sleep. Babies readily explore the resources within the room. For instance, they enjoy using technology toys to make sounds and are developing their early understanding of cause and effect.

Parents comment that they appreciate the communication and support they receive for their children's learning. For instance, pre-school children take a book home to read with their families. The nursery places a strong focus on supporting children with special educational needs and/or disabilities (SEND). For example, staff use specific strategies such as visual prompts to help children's understanding of being at nursery. Children take great delight in moving the pictures to show what is happening now, and next, on the visual daily routine.

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

- The new provider and new manager are passionate and committed to providing a high-quality provision. They have begun to evaluate the learning environment to identify and target areas for improvement and carry out research to help them develop future plans. The manager used a recent training day to assess staff's safeguarding knowledge. However, staff do not receive supervision to help them identify and improve the quality of teaching and understand their roles and responsibilities.
- The quality of staff practice is inconsistent. Some staff do not support children's learning well enough. This is because they do not have clear understanding of the learning intentions. However, children, including those who receive additional funding and those with SEND, are making sufficient progress in their learning and development. For example, older children excitedly count out the numbers they identify on the page as they hear stories read.
- Children develop some independence skills. For example, they take turns to put

out the placemats at lunchtime. Older children confidently use a knife and fork. However, staff complete tasks for children without encouraging them to try for themselves. For instance, staff hold the cups for older children, so they can drink their water.

- Children develop good physical skills in the large outdoor area. Babies enjoy tummy time and toddlers confidently use the climbing equipment. Older children share bikes and balance on bridges and beams. Children are confident and show a can-do attitude. However, staff do not consistently deploy themselves well enough to increase children's learning opportunities. For example, some children spend long periods with little interaction from staff. Ineffective management of daily tasks mean that staff spend unnecessary time out of the room. This impacts on the time spent with children.
- Staff are positive role models. They support children to share and take turns. Staff encourage children to understand the impact of their behaviour on others. For example, younger children patiently wait for their turn to use toys. Older children kindly find and share the balls and hula hoops with their friends when they are in the garden. Children respect each other and are developing a good understanding of their uniqueness and how to behave.
- Staff work closely with parents and other professionals. For example, teachers from local schools attend the nursery to meet children and have discussions with the children's key persons. The key person provides tips and ideas to help children settle. This prepares children well for their transition to school.
- Children enjoy sociable interactions during snack and mealtimes. Although staff provide healthy snacks, the manager and provider do not monitor the menu closely enough. As a result, some meals and drinks do not encourage children to make healthy choices. In addition, staff do not always support children to follow good hygiene practices.

Safeguarding

The arrangements for safeguarding are effective.

The manager has recently completed designated safeguarding lead training. She shares updates and information with staff to support their knowledge and understanding of child protection. Staff complete regular headcounts of children and check registers. This helps keep children safe. Staff have a good understanding of the signs and symptoms of abuse and neglect, including female genital mutilation and keeping children safe from radicalisation. There are clear procedures to follow should they have to report any concerns about children or staff. The provider and manager have robust recruitment procedures in place to ensure that only suitable people work with children.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
provide all staff with effective supervision, coaching and training to precisely identify individual areas of development and ensure staff have a clear understanding of their roles and responsibilities	20/08/2023
improve staff's understanding of the curriculum and interactions with children during activities to help them sharply focus on the identified learning intentions for each child	20/08/2023
promote children's understanding of healthy eating, in particular during mealtimes	20/08/2023
improve staff deployment, to ensure staff engage with all children effectively to increase children's enjoyment and extend their learning.	20/08/2023

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

- develop children's independence further, so they have opportunities to do things for themselves
- support children to consistently follow good hygiene practices.

Setting details

Unique reference number	EY368087
Local authority	Greenwich
Inspection number	10295399
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	43
Number of children on roll	46
Name of registered person	Triangle Day Nursery Limited
Registered person unique reference number	RP907026
Telephone number	0208 3129456
Date of previous inspection	1 December 2017

Information about this early years setting

Triangle Day Nursery first registered in 1996. The nursery is located in Thamesmead in the Royal Borough of Greenwich. The nursery is open each weekday from 7am until 6pm, all year round. The nursery receives funding to provide free early education for children aged two, three and four years. The nursery employs a cook. A total of 12 staff work directly with the children, including one staff member with early years professional status. Six hold qualifications at level 3 or level 4, and two members of staff hold qualifications at level 2. There are two unqualified staff.

Information about this inspection

Inspector

Angela Colman

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 nursery.
- The manager and the inspector completed a learning walk together to understand how the early years provision and curriculum are organised.
- The inspector spoke with the manager and registered individual about the leadership and management of the nursery.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Children spoke to the inspector about their experiences in the setting.
- Parents shared their views of the setting with the inspector.
- The inspector carried out a joint observation of a group activity with the manager.

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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