

Inspection of Triangle Centre

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

Inspection date: 15 December 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children benefit from warm and nurturing relationships with staff. This helps them to feel happy and safe at the centre. They confidently interact with others and make choices about their play. Staff know the children well and plan an ambitious curriculum based on their individual interests and abilities. This contributes to children's enjoyment of learning. They become deeply engaged in play and consistently develop their knowledge and skills. For example, babies are excited and motivated to join in with music sessions. They develop greater control over their movements as they dance and shake percussion instruments. Babies build on their language skills as they hear and repeat the words and sounds from songs. They learn how to interact positively with others and enjoy being in a group.

Staff want all children to achieve highly. They monitor their progress closely and ensure that they receive additional support where needed. For example, staff provide one-to-one teaching and specialised group activities to boost children's communication skills. This helps all children, including children with special educational needs and/or disabilities and children who receive additional funding, to reach their full potential. Children are encouraged to be responsible and independent. They behave well and show satisfaction in completing tasks, such as helping to lay the tables and serving their food at mealtimes.

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

- Leaders and staff have worked hard to successfully address weaknesses identified at the last inspection. For example, they have improved staff deployment so that staff are on hand to support and extend children's play. This boosts children's positive attitudes to learning and helps them to sustain their interest in activities for longer periods.
- Staff provide highly engaging activities that are based on what they know about children. For example, staff successfully use older children's fascination with houses to extend their understanding of numbers and measurements. They support children to design and build their own structures and show them how to use tools safely. However, occasionally, staff pay more attention to the most-confident children. Therefore, quieter children have fewer opportunities to express their views and ideas.
- Children benefit from a language-rich environment. Books are plentiful and staff read and sing songs with children throughout the day. Children eagerly join in with activities that are based around their favourite stories, such as going on a 'bear hunt' in the garden. They broaden their vocabularies as they repeat new words and phrases.
- Staff promote an inclusive environment where all children are equally valued. They support children to feel proud of their own cultures and languages and to

share these with their peers. For example, children are delighted when staff greet them in their home languages, and have fun dancing to music from different countries. This helps children to respect their similarities and differences.

- Staff support children's physical health well, with healthy meals and plenty of active play. Staff teach children good hygiene routines, such as regular handwashing, and they encourage children to manage these independently. Parents describe how a topic on oral hygiene has boosted children's enthusiasm for brushing their teeth.
- Staff speak positively about the leadership team and feel valued and supported. Supervision and training are sharply focused so that staff have the relevant skills to meet children's learning and welfare needs. For instance, staff have strengthened their understanding of the links between children's behaviour and emotional well-being. They describe how they promote children's good behaviour in positive ways, which also boost their self-esteem.
- Parents speak highly of the staff and praise the quality of care and education. They say that staff keep them well informed about their children's development and how they can also support this at home. For instance, staff provide books for them to share with their children, which promotes children's language development and encourages their love of reading.
- Leaders describe a 'holistic' approach to childcare, where they try to understand and support the whole family. For instance, the manager organises workshops to offer useful parenting advice and encourage parents to form supportive networks. Staff help parents with issues such as choosing the right school for their child. This strong partnership working has a positive impact on the outcomes for children.

Safeguarding

The arrangements for safeguarding are effective.

Leaders successfully embed a culture of safeguarding at the nursery. They ensure that all staff receive safeguarding training and understand their role to protect children from harm. Staff confidently describe the signs of potential abuse and neglect. They know how to report concerns about the welfare of a child or the conduct of an adult. Leaders understand how to escalate safeguarding concerns to the relevant agencies. They implement robust recruitment and selection procedures to check that staff are suitable to work with children. Staff are vigilant to risks and follow nursery procedures to maintain a safe and secure environment.

What does the setting need to do to improve?

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

- ensure that staff are aware of quieter children and provide help for them to

contribute fully to activities.

Setting details

Unique reference number	EY350646
Local authority	Haringey
Inspection number	10293322
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	82
Name of registered person	London Borough of Haringey
Registered person unique reference number	RP520823
Telephone number	0208 8028782
Date of previous inspection	19 April 2023

Information about this early years setting

Triangle Centre registered in 2007. It is located in the London Borough of Haringey. The provision is open Monday to Friday from 8am to 6pm, for 48 weeks of the year. There are 20 members of staff. Of these, 15 hold relevant early years qualifications from level 3 to level 6. The provision offers funded early education for children aged two, three and four years.

Information about this inspection

Inspector

Sarah Crawford

Inspection activities

- The inspector discussed the ongoing impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager showed the inspector around the nursery premises. She explained the curriculum and how the provision is organised.
- The inspector observed the quality of the education and considered the impact on children's learning. This included a joint observation with the manager.
- Leaders met with the inspector to discuss leadership issues, such as staff recruitment, supervision and training. They ensured that relevant documents were available for the inspector to view.
- Parents and staff shared their views on the provision with the inspector. The inspector also observed and spoke to children, to help to assess their experiences in the setting.

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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