

# Triangles Pre-school

Inspection report for early years provision

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| <b>Unique Reference Number</b> | 110290                               |
| <b>Inspection date</b>         | 19 June 2007                         |
| <b>Inspector</b>               | Gill Moore                           |
| <b>Setting Address</b>         | Mill Road, Liss, Hampshire, GU33 7DX |
| <b>Telephone number</b>        | 01730 301000 or 01730 892870         |
| <b>E-mail</b>                  |                                      |
| <b>Registered person</b>       | Triangles Pre-School                 |
| <b>Type of inspection</b>      | Integrated                           |
| <b>Type of care</b>            | Full day care                        |

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Triangles Pre-School has been registered since 1997. The group operates from two rooms in the Triangle Community Centre in the village of Liss, north of Portsmouth. Triangle Pre-School serves the local community and is a privately owned group. A maximum of 30 children may attend the group at any one time. The pre-school offers sessions each weekday from 09:00 - 12:00 Monday, Tuesday and Friday and 09:00 - 15:00 Wednesday and Thursday.

There are currently 52 children aged from two to five years on roll. Of these, 35 children receive funding for nursery education. The owner works full time in the group. In addition, seven staff are employed, three of whom have a child care qualification.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

All children benefit from opportunities to participate in daily physical activities and gain an understanding around the importance of exercise as part of maintaining a healthy lifestyle. They confidently ride bicycles and cars outside in the enclosed area and develop skills using a range of climbing and balancing apparatus. Children play with bean bags and balls increasing their skills and developing co-ordination. They crawl through tunnels, play hopscotch and jump across the stepping stones recognising when they become hot and tired. Children bring in flasks and bottles from home and help themselves to drinks when they become thirsty.

Children stay healthy because practitioners implement effective health and hygiene procedures, for example they use anti-bacterial spray to clean tables before snack time. Practitioners have relevant first aid training and know how to deal with accidents and the administration of medication, keeping accurate records and sharing these effectively with parents. Children recognise the importance of following good personal hygiene routines and know to wash their hands before sitting down to snack discussing why this important. They use toilets independently, although are supervised by practitioners as these are some way from the pre-school play area and the building is shared by other users.

Children's understanding of healthy eating is promoted through the options available to them at snack times. Children have choices of bananas, apples, breadsticks and bread and butter across the week. They discuss different types of foods that contribute to a healthy diet and enjoy talking about their favourite foods through general discussions and planned activities. Younger children's physical needs are met and they often lay on cushions for a little rest in the quiet area when they become tired. Effective procedures are in place to ensure children's health is maintained when changing children's nappies. Practitioners wear disposable gloves, which helps minimise the risk of infection, although there are no written procedures in place outlining arrangements or records to show when nappies are changed.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children begin to develop an understanding about how to keep themselves safe through discussions with practitioners. For example, they learn how to hold scissors correctly and recognise the need to hold hands when walking to the outside play area. Children know the procedure to follow in the event of a fire and practise this, although procedures to monitor and evaluate this are not fully developed. They wander freely and safely between the two main play areas because practitioners are vigilant and implement daily checks to ensure all areas are safe and risks are minimised. Children's safety is ensured when using the toilets and accessing the outside play areas and they recognise why it is important to remain with practitioners at all times. Effective procedures are in place to ensure furniture, equipment and resources are cleaned regularly and are suitable and safe to use, appropriate to the ages of children attending the group.

Accurate records are maintained relating to times visitors, practitioners and children are present in the group, which help keep them safe. Children are protected from visitors because practitioners ask to see identification, confirming who they are, and do not allow them to have unsupervised access to children. Although visitors are requested to sign in and out of the group,

contact details are not obtained, which may compromise children's safety in the event of a child protection allegation being made.

Children are protected and safeguarded from harm because practitioners recognise their role with regards to protecting children in their care and have a good understanding of child protection issues. They know the different types of abuse and are able to recognise possible indicators that may cause concerns. Effective systems are in place to record injuries children arrive with and these are discussed with parents and signatures obtained. Parents are made aware of practitioner's role with regards to child protection issues. Secure systems are in place to ensure the safe arrival and collection of children and a collection book is used to highlight if someone different is collecting the child. Practitioners and parents discuss and agree how identification is to be verified, which helps protect children and keep them safe.

### **Helping children achieve well and enjoy what they do**

The provision is good.

All children are extremely happy and settled in the pre-school. They arrive confidently and select their name card to place on the board before sitting with practitioners on the mat. Children know the routine and enjoy cuddling up sharing stories whilst they wait for everyone to arrive. Practitioners are highly effective in the way they support children who are less confident to leave their parents, immediately engaging in conversation and inviting them to come and sit down to explore a book on their lap. All children benefit from opportunities to initiate their own learning as much of the session is based around free play. They develop secure relationships with practitioners who know them well and enjoy talking about their home and family life.

Younger children are extremely well supported because practitioners have a very good knowledge of their individual needs and abilities. They are encouraged to develop their self care skills, for example by labelling their own paintings and putting on their aprons. Children become competent learners as they practise new skills learning to use scissors independently. They build models from construction equipment and make connections between what they have made and 'daddy's car.' Practitioners develop children's understanding of number and shape as they count the balls they have made from play dough and examine the shapes of the wheels on the car. They enjoy being creative using recycled materials and tissue paper to construct models and confidently handle a range of tools and cutters. Children have wonderful opportunities to develop their imagined ideas and are exceptionally well supported by practitioners who help them build on their initial ideas. For example, children decide to form a bus and go on a ride. They make tickets and take on roles, such as the conductor and the driver. Children discuss where they want to go to and agree they will go shopping in London. Practitioner talks to children about the things they see from the bus window as they are driving along, including familiar faces in the school play ground, local shops and houses and signs on the motorway. Each child is asked to buy something for the practitioner at the shop and they show great excitement fetching shopping baskets, bags and purses to take on their outing. This wonderful activity really involves every child and they show real enthusiasm and excitement as they embark on their shopping trip.

Younger children generally play in one room, although the door remains open and some wander confidently to play alongside their older peers. The systems to plan and assess children under three years are not fully developed, although this does not impact on the learning experiences children receive and the individual progress they make. Practitioners are looking to develop these systems by using the Birth to three matters framework.

## Nursery education

The quality of teaching and learning is satisfactory. Practitioners have a good knowledge of the Foundation Stage Curriculum and provide an interesting range of activities and experiences that satisfactorily cover the areas of learning. Planned activities are implemented well and practitioners know the learning intentions and adapt their questioning and teaching techniques making good use of these to promote children's learning. Children make shopping lists cutting up magazines and discuss what sort of shops they need to visit to purchase the items on their list. They have opportunities to observe how things change playing with cooked and uncooked pasta, adding water to sand and making biscuits. Children enjoy a good range of creative activities, although these tend to be adult led. They make coin and brick rubbings, print with leaves and vegetables and make torches and lanterns linked to pre-school topics. Children paint pictures using brushes, and have access to media such as sand or water each session. However, insufficient opportunities are available for them to independently access media and materials across the session. Children's independence is not fully promoted, for example practitioners fetch aprons, put them on children and select the paper. They prepare the coloured paints in pots, hang children's paintings up and put their aprons away when they have finished their activity.

Children's speaking and listening skills are developing well. They enjoy sitting on the mat talking about the weather, day and date and begin to recognise sounds and letters. They confidently contribute to group discussions recognising the need to listen to one another's ideas and contributions and value what they have to say. Children recognise their names, practise writing in individual books and learn about a different sound each week bringing in items from home that begin with that sound. However, opportunities to enhance children's early reading and writing skills are not promoted across the session. For example, practitioners label children's work and hand them the correct word to place on the weather board and children are unable to independently access a range of writing tools and materials each session.

Opportunities for children to develop their real and imagined ideas are well promoted and they have a wonderful time playing together organising a tea party. Children share and take turns passing the cakes around and making cups of tea for their peers. They have great fun playing shops using money that the practitioner makes to pay for the different items they decide to buy. Planned activities enable children to observe and investigate, for example using magnifying glasses to examine mini-beasts. However, they have few opportunities to develop their curiosity and investigative skills through independent play.

Children count confidently at registration and notice numerals on the hopscotch mat and stepping stones. They learn about shapes, size and measure through planned activities and individual work in their books. However, children's understanding of mathematical concepts is not fully promoted because practitioners fail to make the most of learning opportunities across children's self chosen play and routine activities. Children have insufficient access to resources enabling them to develop mathematical concepts, which impacts on the progress they make in this area.

The structure of the session is effective in that it provides good opportunities for children to make their own decisions about what they play with. They participate in large groups, for example singing and story sessions, and benefit from daily opportunities to engage in physical activities. Children participate enthusiastically re-telling stories using puppets and laugh and giggle with their peers as they practise using musical bells to tap out a rhythm. However, the use of space and deployment of practitioners is not effective in promoting children's learning

across the whole session. Whilst effective learning takes place during planned activities, practitioners fail to make the most of learning opportunities across other aspects of the routine, which impacts on the individual progress children make.

Practitioners interact well with children listening to and valuing what they have to say. They know children well and talk about the things they can do. However, systems to record children's individual achievements and progress across all aspects of the curriculum is not rigorous enough to show how well they are achieving towards the early learning goals.

### **Helping children make a positive contribution**

The provision is good.

Every child is valued as an individual and is special to practitioners. They display high levels of confidence and self assurance because practitioners continually encourage them to try new things and praise them for their achievements. Children receive stickers for good behaviour and are encouraged to celebrate one another's achievements and successes. Consequently, they respect and value themselves and their peers, recognising and celebrating the similarities and differences between themselves and others. Most children play well together and negotiate sharing resources for themselves. Practitioners are very effective in talking with children, helping them to solve their differences and discuss the impact their actions have on others. This promotes children's understanding of the need to be kind to one another and play nicely with their peers. Older children show concern for younger ones, for example, when they recognise they have lost their sun hats. Children begin to develop a sense of responsibility as they are generally encouraged to help tidy away activities and resources before snack time. Although, this is not actively encouraged by all practitioners who tend to do it for them.

Children's understanding of themselves and their families is promoted through topics and discussions with practitioners. They bring in photographs and celebrate one another's birthdays listening to how each child celebrates their special day with their family and friends. Children learn about their local community and people who help them, for example as they visit the local school and the fruit and vegetable stall in the community centre. They enjoy visits from the police officer, postman, librarian and nurse increasing their understanding of their roles within the community. Children use globes and maps to help locate different countries as they talk about the holidays they share with their families. They discuss and compare the different types of clothes worn and how the climate in countries differs from where they live. Activities linked to special events, such as performing nativity plays at Christmas, making money bags at Chinese New Year and clay pots at Diwali, help increase children's understanding of different customs and traditions linked to festivals. Their understanding of diversity is enhanced through discussions within the group, stories and use of resources reflecting different culture, gender and disability. Consequently, children's spiritual, moral, social and cultural development is fostered.

Children benefit immensely because extremely strong links are in place between pre-school and home. Highly effective registration and induction procedures enable practitioners to be extremely well informed about individual children, their families and home life. This, together with the implementation of a key worker system, helps to enhance relationships within the group. Consequently, children are extremely self assured and happy in the setting. Parents are extremely well informed about the pre-school and receive detailed information about the group in a number of ways. A parent prospectus includes details about staffing, routines and how the group is organised. Parents are welcome into the group at any time to spend time with their

child or discuss concerns they may have. All parents speak very highly of the staff and value the friendly informal approach they promote.

The partnership with parents of children who receive nursery education are satisfactory. Parents are informed about the curriculum through information included in the prospectus. Curriculum planning is displayed and regular newsletters provide information about pre-school topics and any special events or visitors to the group. Parents are invited to attend a celebration event as their child leaves the pre-school, where children perform a dance and play instruments. They are presented with a portfolio of their child's work and assessment records, which enables them to see the progress their child has made since they began the group. Informal discussion takes place regularly between practitioners and parents about their child, for example if something special has been achieved. However, opportunities for parents to be informed about their child's progress towards the early learning goals on a regular basis have not yet been introduced. Parents are not advised of their child's next steps for development, or provided with suggestions of how to support this at home, which impacts on their ability to fully contribute to their child's learning.

## **Organisation**

The organisation is satisfactory.

The implementation of an effective key worker system helps children gain self assurance and develop positive relationships. Practitioners work extremely well as a team and communicate through regular meetings and informal daily discussions at the beginning and end of sessions, which helps ensure sessions run smoothly. They are extremely supportive towards one another and the owner influences practice on a daily basis as she works directly with the children across sessions. Practitioners receive informal support continually, although systems to monitor staff performance and development have not yet been introduced. Children benefit because all practitioners are qualified or experienced and have worked in the pre-school for some time. However, procedures to recruit, appoint and induct new staff are not sufficiently rigorous to ensure children are protected, and systems to ensure the ongoing suitability of those already working in the setting have not yet been introduced.

Children's health, safety and well-being is promoted because practitioners implement effective policies and procedures. The required documentation is in place and accurate records are maintained, with a couple of minor weaknesses. Effective systems are in place to ensure records are shared effectively with parents and confidentiality is maintained. Children thoroughly enjoy the time they spend at Triangles Pre-school, securing positive relationships and learning through play in a safe and secure environment. As a result, the setting meets the needs of the range of children for whom it provides.

Leadership and management of nursery education are satisfactory. Although the planning of the educational programme ensures every aspect is included, some aspects do not feature regularly enough and insufficient attention is paid to monitoring this. Management recognise the strengths within the group and some areas for development, for example in the use of information and communication technology. However, insufficient attention is paid to monitoring teaching, assessment of children and their individual progress, which impacts on the opportunities they receive whilst attending the group.

## **Improvements since the last inspection**

At the last care inspection the group were asked to make the outdoor play area more stimulating. This has yet to be achieved, partially due to the constraints put on the group as this area does not belong to them. Plans have been agreed to develop a shady bench area where children can sit and read books together or have a rest when they become tired.

At the last nursery education inspection the group were asked to increase the opportunities for children to operate information and communication technology equipment. They were also asked to consider ways of sharing children's achievement records to ensure that all parents are included. Children's access to information and communication technology remains a weakness, although the pre-school share access to some resources purchased by a cluster group of early years settings. All parents receive evidence of children's progress and achievement records as their child transfers to school, although opportunities to share assessment records with parents on an ongoing basis remains an area for development.

## **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

## **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- develop procedures for the recruitment, vetting and induction of new staff and introduce a system to ensure the ongoing suitability of those already working in the setting
- introduce systems to monitor and evaluate staff performance and development
- develop the systems to record fire drills and visitors to the group, and introduce written procedures outlining arrangements for changing children's nappies

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- increase staff's knowledge and understanding of how to use the stepping stones to make the most of all learning opportunities

- improve procedures to monitor and record children's ongoing progress towards the early learning goals and review systems to share this with parents
- improve the accessibility of some resources, use of space and deployment of practitioners ensuring children can access the full range of equipment and effective learning takes place

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)