

Triangles Pre-school

Inspection report for early years provision

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Inspector	Lynn Reeves
Setting address	Mill Road, Liss, Hampshire, GU33 7DX
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Type of setting	Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

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. Triangles Pre-school serves the local community and is a privately owned group. The pre-school is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 30 children, aged two to under eight years, may attend the setting at any one time.

There are currently 50 children aged from two to five years on roll; of these, 36 children receive funding for nursery education. The pre-school offers sessions each weekday from 9am to 12 noon Monday, Tuesday and Friday and 9am to 3pm Wednesday and Thursday.

The owner works full time in the group. In addition, seven staff are employed, five of whom have a childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thoroughly enjoy their time at the pre-school. They are developing personal confidence and self-assurance in this supportive and welcoming environment. Staff plan activities that are fun and interesting and are skilled at ensuring all children can take part, whatever their stage of development or background. The pre-school has strong partnerships with parents of children who attend, which ensures that staff are able to identify children's individual needs. The policies and procedures are implemented effectively. The owner and staff have worked hard to address the previous recommendations and are committed to improve any areas for development, continuously driving improvement for the benefit of the children. As a result, all children are making good progress towards the early learning goals.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- further develop assessments and planning to clearly show identified next steps for children's progress which can then be measured against their achievements
- develop resources, activities and the learning environment to enable children to recognise the written word with particular regard to their names.

The effectiveness of leadership and management of the early years provision

All staff have a good understanding of child protection procedures and know how to implement them effectively to safeguard the children. Staff are familiar with the procedures to follow should they have concerns regarding the children's welfare and update their knowledge in this area by attending child protection training. The records of accidents and incidents kept by the pre-school are thorough and enable staff to monitor children's welfare over an extended period. The pre-school owner and staff team work in a flexible manner to ensure that each child receives effective and caring support throughout the day. Staff ratios are maintained at a high level and individuals constantly adjust their practice to meet the needs of children. Communication between the staff is ongoing and everyone shows genuine interest in working as part of a team for the benefit of the children. Good recruitment and vetting procedures are in place to ensure all adults working with the children are suitable to do so. The owner monitors staff performance by working with them each day, and completing an appraisal each year where staff have the opportunity to identify their own skills or development needs. Detailed risk assessments are carried out to ensure the premises are safe and secure for the children.

The owner and staff team meet regularly to discuss ideas and to identify areas for improvement. For example, since the last inspection, they have re-organised the lay out of the rooms and introduced continuous play, which benefits the children greatly. Children make their own informed decisions about what area they want to play in and have easy access to the wide range of resources available. Staff deployment is very good, ensuring all children are fully supervised and receive support and encouragement throughout the day.

The sessions run smoothly and space is used well to ensure all children are able to participate fully in the range of available activities. The environment is light, bright and well organised. Children's artwork and creations adorn the walls, developing their sense of belonging and achievement. Children love playing in the small, outdoor courtyard area and can free flow in and out as they choose. In addition to this, they enjoy the benefits of an additional play area to the front of the building where they can ride their wheeled toys and take part in more physical activities. Children are beginning to learn about equality and diversity through a range of planned topics and themes; these cover festivals from around the world, food-tasting activities, dressing up in various costumes and seeing a range of visitors. They particularly enjoy the opportunity to take part in singing and dancing when the dance teacher visits every half term. They use various props and musical instruments and learn about cultural dances and songs from around the world. Children have access to a range of multicultural resources and positive images of ethnicity, gender and disability are displayed around the pre-school. Procedures are in place to support children with individual needs. Staff are skilled at varying the activities to ensure all children are involved and gain the most from what is on offer. Children learn to recycle materials in the bin provided on site, and enjoy digging and planting.

Children benefit from the good relationships between the staff and their parents. Information is shared openly and parents are encouraged to be involved in their children's learning. They have access to their children's records at any time and are able to make written contributions about their children's learning in the setting and via the children's 'Special Books'. Regular newsletters and notice boards keep the parents fully informed about changes and developments. Questionnaires are used to seek the views of parents and the information on children's starting points helps to build partnerships. There are systems in place to share information with other providers of the Early Years Foundation Stage; this ensures the children's care, play and learning in one setting complements another.

The quality and standards of the early years provision and outcomes for children

All children in the pre-school have fun and are kept very busy. They enjoy a wide variety of activities and experiences to promote their learning and development in all six areas of learning. Children show real excitement as they watch the member of staff bring out the ingredients to make the play dough and hurriedly go across to the table to help make it up. As they add the oil, water and food colouring to the weighed-out flour, they laugh and giggle as they squidge the ingredients together. They squeal with delight as they express how it feels sticky and watch as their fingers turn pink. Other children experiment with the paints; mixing the colours together, painting their hands and making hand prints on the paper. Children demonstrate good creative thinking, dexterity and imagination as they use various collage materials to make models, they enjoy trickling the glue onto the paper and sticking on foam shapes. Some children use the polystyrene shapes to make necklaces whilst others stick together cardboard to make robots. Children demonstrate good hand to eye coordination using the scissors and playing with the peg boards. They line up the different colours and count how many they have. Children use good imagination making play dough cakes and putting them in the oven. They ask each other what they would like to eat or drink from the 'Cake Shop' menu and pretend to hand out strawberry cakes and cups of tea. Children enjoy searching for the buried treasure as they hide the glass beads in the sand tray and decide to use the outdoor play house as their bank, handing out play money to their peers. Staff promote children's own interests, for example, providing water and drainpipes to play with. The children line up the plastic fish in the pipe and run the water through to see if they float along the pipe and into the bucket. They play with various sized jugs and containers and soon work out that some hold more water than others so they can fill the buckets quicker.

Staff have a good knowledge of the Early Years Foundation Stage and implement a well balanced curriculum. Regular observations are carried out as children play and planned activities are evaluated to assess if learning objectives are met. They demonstrate that the staff have exceptionally good knowledge of children's unique character. However, some records do not note what action staff will take to move children on to the next stage in their learning.

Children are starting to learn skills for the future, such as recognising their own names as they self-register. However, they are given too many names to choose

from, which can become confusing for some of the children. Some of the resources are labelled to encourage word recognition, however, these are limited. Children's language is developing well as they have opportunities to discuss events that have happened at home. For example, talking about the barn owl they have seen and the pets they have. Children use the computer with confidence, often selecting their own programmes and use the mouse with confidence. They demonstrate good spatial awareness as they ride the sit on toys and scooters and develop use of their larger muscles as they jump, bend and stretch when dancing and acting out actions to nursery rhymes. Children are very well supported by the staff and build positive relationships with very good interaction.

Children learn how to keep themselves safe through discussion and gentle reminders, for example, how to hold the knives correctly to spread the butter or to cut up the fruit at snack time. They learn about their own health and safety through nutritious snacks, helping themselves to water and getting regular exercise. Regular fire drills are conducted with the children and they learn how to stay safe by being reminded to sit on the chairs correctly and to pick things up from the floor to prevent others falling over. Children sit well during group time, taking an interest in stories and listening to instructions. They are beginning to show consideration for others as they share resources. The consistent rules and boundaries implemented by staff are effective and children learn the sound basics of good behaviour by being reminded of the group's rules. Children's self-esteem is promoted as they receive reward stickers, and staff display the children's work on the achievement board, which make every child feel special.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met