



**Office for Standards  
in Education**

## **NURSERY INSPECTION REPORT**

**URN 110290**

**DfES Number: 580458**

### **INSPECTION DETAILS**

Inspection Date      08/02/2005  
Inspector Name      Alison Jane Kaplonek

### **SETTING DETAILS**

Day Care Type      Full Day Care  
Setting Name      Triangles Pre-school  
Setting Address      Mill Road  
                                 Liss  
                                 Hampshire  
                                 GU33 7DX

### **REGISTERED PROVIDER DETAILS**

Name                      The partnership of Triangles Pre-School

### **ORGANISATION DETAILS**

Name                      Triangles Pre-School  
Address                  Mill Road  
                                 Liss  
                                 Hampshire  
                                 GU33 7DX

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about 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. Triangle Pre-School serves the local community and is a privately owned group.

Triangles Pre-School is registered to care for 30 children and there are currently 42 children from two years to five years on roll. This includes 17 funded 3-year-olds and 9 funded 4-year-olds. Children can attend for a variety of sessions. The setting currently supports children with special needs.

Triangles Pre-School opens during term time on Monday, Tuesday and Friday from 09:00 - 12:00 and on Wednesday and Thursday 09:00 - 15:00.

Six part-time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. The group receives support from the Early Years Development and Childcare Partnership (EYDCP).

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Triangles Pre-school offers acceptable nursery education which is of high quality. Children are making very good progress towards the early learning goals in all areas of learning. They are provided with an excellent range of activities.

The quality of teaching is very good. Plans cover all areas of learning, are closely linked to the stepping stones and include focused activities for all children. The staff have a good understanding of the Foundation Stage curriculum and are involved in observations and assessments of the children. They are deployed well and provide good support for all children, including those with special needs and English as an additional language. Staff know the children well. They extend learning using positive teaching and questioning and provide an environment where children have a wide choice of practical activities and are learning through play.

Leadership and management is very good. The setting is very effective in monitoring and evaluating the provision for nursery education. All staff and management are committed to improving the care and education for children and there is a low staff turnover. They work well as a team, continually updating their skills by attending training courses.

The partnership with parents is very good. There is a very good partnership with parents and parents feel able to share information about their children with staff. They are provided with a good range of information about the setting and the provision for nursery education and are encouraged to be involved in their children's learning. Parents are informed of their children's progress on an informal basis and find staff very approachable.

### What is being done well?

- Children's personal, social and emotional development is very good. They are keen to learn and take part in the wide range of activities provided. Children are gaining in independence and confidence and they behave well.
- An excellent range of resources, materials and competent teaching ensures that children are making very good progress in all areas of learning.
- Staff work well as a team and deploy themselves effectively. They plan a wide range of interesting and stimulating activities for all children, including those with special needs or English as an additional language.
- Staff give equal emphasis to all areas of learning, ensuring that children receive a well rounded education.

### What needs to be improved?

- the opportunities for children to operate simple ICT equipment.
- the sharing of records of children's achievements with all parents.

**What has improved since the last inspection?**

The pre-school had no key issues from their last inspection but were asked to improve the opportunities for children to write informally for a variety of purposes.

They have made very good progress and children now have a number of opportunities to write informally, including forming letters in sand and writing notes to each other using paper and envelopes which are regularly provided.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children develop good relationships with each other and adults. They are well behaved, co-operate well and learn to share and take turns. Children are interested and keen to learn and take part in the extensive range of activities provided. They are confident and able to express their needs and feelings. Children are gaining in independence. They help to tidy up and attempt to put on their own coats before outside play.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident speakers. They converse easily with adults and each other. Children use language to initiate and organise their play. Children listen to and enjoy stories and rhymes in small and large groups. They are beginning to develop their writing skills during their play. Children recognise the sounds and shapes of letters and words which have meaning for them for example their names. They engage in a wide range of activities requiring hand-eye co-ordination.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count confidently to 7. Children are beginning to recognise numbers during their play. Children sort and order items by size, weight and length and are beginning to use the mathematical language involved. They create and recognise patterns and are learning about shape, size and quantity through practical activities. Children are beginning to use their knowledge of numbers to solve simple number problems.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are curious. They enjoy finding out about living things in the environment and making observations. Children design and build confidently using a wide range of materials and tools. Children talk about their environment, families and events in their lives. They are beginning to gain an awareness of the cultures and beliefs of others. Children explore and investigate with a variety of materials, tools and equipment. Children have limited opportunities to operate simple ICT equipment.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move with confidence and increasing control and co-ordination. They show an awareness of space when moving around their environment both indoors and out. Children are beginning to show an awareness of a range of healthy practices. They discuss some of the changes which occur to their bodies after exercising. Children use a wide range of equipment, tools and materials safely. They explore malleable materials such as dough.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children respond to what they see, hear, smell, touch and feel in a variety of ways. They use all their senses to explore and respond to colour, texture, shape and form. Children use their imaginations well in art, role play, stories and when initiating their own play. They are able to create their own ideas in art, when using dough and when model making. They learn to use their bodies to respond to sound during music and movement sessions and enjoy exploring the sounds made by musical instruments.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**

## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- there are no significant weaknesses to report, but consideration should be given to implementing the following;
- increase the opportunities for children to operate ICT equipment;
- consider ways of sharing children's achievement records to ensure that all parents are included.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*