

Inspection of Triangle House Private Day Nursery

Butterworth Lane, Sowerby Bridge HX6 3NR

Inspection date: 21 March 2025

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children arrive with a smile, excited for the day ahead. They hang their bags up and confidently greet practitioners. Children excitedly go to explore their environment. Practitioners encourage children to develop their independence from a very young age. Babies reach out to their key person when they see them. Practitioners get to know children very well. This helps children to form strong attachments. Children are happy and ready to learn.

Practitioners use positive language and good manners consistently, always talking calmly. Children copy this behaviour, such as by saying, 'excuse me' when they want their key person's attention. Practitioners teach children the importance of manners. Without thought, children share resources with their friends. For example, they patiently wait for their turn to use a bubble wand. Children encourage their friends to blow and pop bubbles. They are excited when their friends succeed. Children's laughter and excitement can be heard across the field. They are exceptionally confident, polite and show consideration to others. Children's behaviour is exemplary.

Children are deeply engrossed in an ambitious curriculum throughout the day. The setting works with charities and teaches children about hospices, orphanages and food banks. Practitioners teach children different languages, such as French and Spanish. Children go shopping and purchase items to cook. They are empowered as they cook food and then take meals home to serve to their family. Children create working models, for example, of an erupting volcano. Practitioners encourage children to express their thoughts and ideas. Children make predictions, anticipating when the 'volcano' will erupt. They laugh deeply when it explodes.

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

- Children have exciting opportunities to strengthen their muscles. Practitioners lie with babies at their level, smiling and talking to them. They give verbal encouragement for babies to move, roll and extend their arms. Babies develop core strength. Practitioners provide activities on uneven ground. This supports young children to develop their balance and coordination. Practitioners encourage older children to climb the climbing frame. Children giggle with excitement when they get to the top. They develop resilience and learn about risk.
- Children are immersed in their play. The atmosphere buzzes with children's excitement and eagerness to explore. For example, children are fascinated as they dig in soil. They curiously search through leaves and debris looking for insects. Children develop their observational skills. Practitioners teach children new language, such as 'beetles', 'woodlice', 'centipedes' and 'earwigs', as they

explore.

- Practitioners teach with passion, energy and purpose. Their interactions with children are of a very high quality. Practitioners actively listen to children. This results in them asking thoughtful questions to encourage children to describe their play. Children reply with detailed responses. Practitioners support children's language development and critical thinking extremely well.
- Children make marks with chalk and paint on the floor. Practitioners teach them to draw from left to right. They teach younger children that they do not need to swap chalk from one hand to another. Practitioners teach children the game of hopscotch. Children write numbers and hop between boxes, counting as they do. This supports their mathematical development.
- Older children learn how to use a paint spray gun. They create patterns on a large sheet. Practitioners talk about the force of the spray, the way the paint splatters and the marks it makes. They ask children to explain where the splatters will land and why they think that. Children are engaged for long periods.
- A strength of the setting is the support it puts in place for children with special educational needs and/or disabilities (SEND). Practitioners swiftly identify children who would benefit from additional support. This leads to a first-class support programme and extremely effective partnership working with a range of professionals and parents and carers. Managers use additional funding well. Children with SEND achieve the best possible outcomes.
- Relationships with parents are outstanding. Practitioners make sure that parents are part of their child's learning. Managers actively seek parents' and children's voices to reflect and enhance practice further. For example, they have introduced weekly and monthly tasks for parents to complete with their child. Practitioners share information with parents through verbal feedback, an online app, a visual screen in reception and social media. Parents report that communication sharing and practitioners' support are excellent.
- Leadership is extremely strong. The dedicated management team is passionate and strives for excellence. It leads the setting with determination through shared values and goals. There is a robust training package in place. This results in practitioners continually developing their knowledge and skills. Practitioners consistently report high levels of support for their well-being. There is also effective engagement through team meetings and supervision sessions. This ensures that children receive a very high quality of education.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	2709241
Local authority	Calderdale
Inspection number	10372366
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	75
Number of children on roll	117
Name of registered person	Triangle House Private Nursery Limited
Registered person unique reference number	2709239
Telephone number	01422836574
Date of previous inspection	Not applicable

Information about this early years setting

Triangle House Private Day Nursery registered in 1995 and is located near Sowerby Bridge, West Yorkshire. The nursery employs 26 members of childcare staff. Of these, 16 staff hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, all year round, except for bank holidays and one week at Christmas. Sessions are from 7am until 6.15pm. The nursery provides government funded childcare.

Information about this inspection

Inspector
Jackie Ward

Inspection activities

- The manager completed a learning walk with the inspector and discussed the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Children communicated with the inspector during the inspection.
- Parents shared their views of the setting with the inspector.
- The inspector talked to practitioners at appropriate times during the inspection and took account of their views.
- Practitioners spoke to the inspector about how they support children with SEND.

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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