

Triangle Pre-School

Vaine House, Cassland Road, London, E9 5BU

Inspection date

12/10/2012

Previous inspection date

24/11/2008

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- Children are happy, motivated and eager to learn. They show high levels of independence, curiosity and imagination and have good relationships with practitioners and each other.
- Children have flexible opportunities to play both inside and outdoors. This helps to meet the differing learning styles of all the children.
- The pre-school develops very successful partnerships with parents. Staff share information with parents on a daily basis. This enables staff to be fully aware of children's individual needs and meet them very effectively.
- The pre-school has well-established and highly effective relationships with other professionals involved with the children. This enhances the pre-school's ability to meet the individual needs of all children.

It is not yet outstanding because

- They have not fully maximised the potential of all space and equipment within the playgroup to enrich children's personal and social development, and communication and language development.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed children's play and staff interaction, indoors and outside.
- The inspector and manager undertook a joint observation of an adult-led activity.
- The inspector talked with available staff, parents and held discussions with the manager.
- The inspector examined documentation including a representative sample of children's records, evaluation documentation, display materials and staff suitability records.
- The inspector read the pre-school's self-evaluation document online before the inspection and discussed it with the manager at the inspection.

Inspector

Alexandra Morgan

Full Report

Information about the setting

Triangle Pre-School registered in 2004 on the Early Years Register. A management committee of parents and carers runs the pre-school. It operates from a one-storey community centre in the London Borough of Hackney. An enclosed outdoor play area is available. The playgroup gets funding for the provision of free early education to children

aged two, three and four years. The playgroup is open Monday to Friday from 9.30am until 12.30pm, during term time only. The playgroup is currently supporting children with special educational needs and/or disabilities and a number of children learning English as an additional language. There are currently 16 children aged two to four years on roll. There are six members of staff; of these, five hold relevant early years qualifications.

What the setting needs to do to improve further

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

- improve the programme for personal, social and emotional development by providing areas to mirror different moods and feelings, for example, a quiet restful area and a safe place for children to be calm or when they need to be quiet.
- improve the programme for communication and language by, for example, setting up a listening area where children can enjoy rhymes and stories.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children thrive in this lively and fun pre-school. Children enter the pre-school happily and eagerly choosing what they wish to do from the range of resources offered. For example, younger children enjoy the sensory experience as they handle gloop; older children confidently use a range of tools as they roll, cut and shape the play dough. They explore and play, displaying emerging levels of independence and demonstrate a positive attitude towards learning. The staff have created an enabling environment that is organised well to address the developing needs of each and every child.

Staff have a good understanding of the learning and development requirements. They observe and assess individual children's progress well and record development in their profile folders. They very effectively plan and provide a range of varied experiences to help each child reach their full potential. These cover all seven areas of learning both inside and outdoors and meet the individual learning and development needs of all children.

Very attentive staff play alongside the children offering gentle support and encouragement, enhancing their skills with individual attention. Children who speak

English as an additional language are supported very well in using both English and their home languages. Staff learn about children's home language and are skilled using Makaton sign language, which helps all children to be understood. Staff promote children's communication and language skills through the varied range of activities offered. For example, the children eagerly join staff in singing familiar action songs and responding to stories during small group activities. However, the pre-school does not currently fully maximise the potential of all space and equipment; for example, currently the children do not have an established 'listening area' to enrich their communication and language development.

Staff join in with children's play, talking to them clearly and using key vocabulary linked to activities and modelling its use in a range of contexts. For example, when children are on the climbing frame, staff describe how to 'be careful' when going up the stairs and then commenting 'that was fast' as children come down the slide. The children develop their physical skills outdoors, enthusiastically using the wooden balancing beam, tricycles and cars. The children are able to talk about animals and how things grow as they look after farm chicks and grow their own vegetables. Older children show skill in using technology as they know how to turn on the computer, click on different icons, and confidently use the mouse.

Staff communicate with parents and carers regularly so that they can contribute to their learning and development. For example, they have good opportunity to view their child's profile folder and are encouraged to share information about home experiences with the staff.

The contribution of the early years provision to the well-being of children

In this small pre-school, all staff know each child well but they form particularly close bonds with the children and families for whom they take special responsibility. The pre-school's key person system supports very effective links with parent and carers. Staff obtain information from parents about the children's interests in order to create continuity of care when they join the pre-school. Staff are always available to provide support for children's care needs, such as a lap to have a cuddle or someone to help with toileting when needed. New starters settle quickly into the pre-school due to the effective settling-in systems, resulting in most children separating well from their main carer with ease. The manager identifies that by further developing the restful area to support children's differing moods and feelings there is potential to enhance this process.

Children play cooperatively with their friends and staff take a consistent approach in their expectations for children's behaviour, so children very quickly learn what is acceptable. Staff intervene in a timely and positive way resolving minor conflicts between children amicably. Children develop their understanding of safety through activities within the daily routine. They abide by the safety rules when going outside and learn to use resources such as sand and simple tools with care.

Children benefit from time and encouragement to complete a self-chosen task, such as trying to put on their own coat as they go outdoors. Staff very effectively discuss with the children the importance of hand washing in order to protect themselves from germs. As a result, older children achieve a good understanding of hygiene and are able to manage their personal care. Children benefit from regular fresh air and exercise during scheduled outdoor play. Healthy and nutritious snacks which include fruit and vegetables are provided. Complying with these expectations and learning self-care skills means children enjoy their pre-school experiences and develop a good understanding of healthy lifestyles.

The effectiveness of the leadership and management of the early years provision

Leadership and management are very effective, which enables the pre-school to run smoothly. Staff receive continual support from the manager, through staff supervision meetings and formal appraisals. External training provides varied opportunities to further staff development. For example, staff have recently attended training regarding the required Early Years Foundation Stage progress check at age two. Staff have regular weekly meetings where they discuss practice and policies and share experiences. This helps staff to develop their practice and to ensure that all children's individual needs are met.

Procedures to protect children are rigorous and staff fully understand the safeguarding and welfare requirements. For example, they are fully aware that unvetted persons are not permitted to be left unsupervised with children. Good recruitment processes and induction programmes help to ensure that staff are suitable to work with children and have the necessary knowledge and skills to do so. The required policies and procedures are well-maintained and kept up to date; these are known by staff and shared with parents.

Staff assess children's progress effectively, using ongoing observations and information to plan for children's individual learning needs. The leadership and management regularly review the effectiveness of the educational programme to help ensure that it meets children's learning needs in all areas.

The enthusiastic and motivated leadership demonstrates a strong ambition to drive improvements. Through discussion they are able to identify what they do well and target areas for future development. These include developing both the learning environment and resources. For example, the outdoor area has been improved in order to meet the differing learning styles of the children. They are using their written self-evaluation to help to identify and drive these improvements. Staff use parental feedback from questionnaires to help improve and develop services. They listen to and address the views and comments from parents. For example, parents no longer wished the pre-school to serve children squash to drink at snack time. The pre-school now offers milk and water.

The pre-school is very much part of the community and shares good relationships with local schools and other professionals, which supports children's continuity of care and transitions to school well.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY286320
Local authority	Hackney
Inspection number	814723
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	16
Number of children on roll	16
Name of provider	Triangle Preschool
Date of previous inspection	24/11/2008
Telephone number	020 8986 8326

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their

Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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