

Triangle Pre-School

Peartree Park Pavillion, The Ridings, Stevenage, Herts SG2 9UA



Inspection date	25 January 2019
Previous inspection date	4 November 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff know the children and their families very well. Parents are kept well informed of their children's achievements and progress. Staff provide parents with ideas and activities to do with their children at home to help continue their learning.
- Children are happy and confident. They have very good relationships with their key person. They arrive happy and keen to start their day. All staff interact with children in a calm and reassuring way, staying close and offering support when needed.
- The quality of teaching is consistently good. Children with special educational needs and/or disabilities are extremely well supported at the pre-school. Staff attend relevant training and work with specialists and parents to ensure children receive appropriate support and are fully included.
- Staff skilfully support children's listening, attention and speaking skills. They use props to make stories fun and enjoyable. Children join in excitedly with well-known phrases and help to make the different animal noises in the story.
- Staff support children very well during their transition to school. For example, they form good relationships with local school teachers. Furthermore, staff ensure children are taught the key skills needed for their future learning.
- The supervision arrangements to monitor the quality of teaching and evaluate staff practice do not focus sufficiently on raising the quality of teaching to the highest levels.
- Staff do not consistently use the information they gain from parents and their initial assessments of children to precisely target their starting points when they first attend.

What the setting needs to do to improve further

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

- build on the current arrangements for the performance management of staff in order to focus more specifically on raising the quality of teaching to an outstanding level
- use the information from parents and initial assessments of children when they first attend to consistently track children's starting points more accurately.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Jacqui Oliver

Inspection findings

Effectiveness of leadership and management is good

The pre-school is well established within the community. Parents are very complimentary about the care and education their children receive. The manager and staff work exceptionally well together as a team. This helps to provide a welcoming and happy atmosphere within the pre-school. Staff are well qualified, which has a very positive impact on children's learning. Safeguarding is effective. Staff are knowledgeable about their responsibilities to keep children safe and protected from harm. They are fully aware of what to do should they have any concerns about children's welfare. There are robust procedures when recruiting and vetting staff to ensure they are suitable to work with children. Risk assessments are carried out daily to help keep children safe.

Quality of teaching, learning and assessment is good

Staff have a good knowledge of how children learn and develop. They teach children a wide range of skills and interact positively with them while they play. Key persons know the children very well. They can talk in detail about what children know and can do, and how they plan to help them progress. Staff sensitively bring in numbers and counting with children, helping to support their mathematical development. There is a good emphasis on communication and language. Children learn to listen carefully to stories and join in with songs and rhymes. Older children learn to link letters and sounds in readiness for school. Children enjoy using different media, such as crayons, paint and dough, to develop their mark-making skills.

Personal development, behaviour and welfare are good

Children benefit from a nurturing environment and a strong key-person system. All children, including those who speak English as an additional language, clearly communicate their wants and needs. Staff manage children's behaviour well. They act as positive role models and help children learn to share and take turns. Children are given lots of praise and encouragement, helping to raise their self-esteem. They learn about the importance of a safe and healthy lifestyle. They eat nutritious snacks, have regular exercise and follow good hygiene routines. Children's physical development is promoted well as they balance, climb and use wheeled toys. Staff talk about the importance of safety and allow children to take supervised risks in their play.

Outcomes for children are good

All children, including those in receipt of additional funding, make good progress in their learning. They join in group activities and are curious and keen to learn. Children quickly grow in confidence and independence. They are beginning to manage their self-care, such as putting on their coats and washing their hands before they have their snack. They learn about letters and the sounds they make, and regularly practise their early writing skills. Children have a lot of fun and take pleasure in their learning. They achieve well and are developing their skills to be ready for school.

Setting details

Unique reference number	EY486475
Local authority	Hertfordshire
Inspection number	10063648
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	40
Number of children on roll	55
Name of registered person	Triangle Pre-School Community Interest Company
Registered person unique reference number	RP904164
Date of previous inspection	4 November 2015
Telephone number	01438 488015

Triangle Pre-School registered in 2015. The pre-school employs 11 members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above. The manager holds an appropriate early years qualification at level 4. The pre-school opens from Monday to Friday, during term time only. Sessions are from 9am until midday and from 12.45pm to 3.45pm, with the option of a lunch club between the two sessions. The setting provides funded early education for two-, three- and four-year-old children.

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