

Triangle Pre-School

Inspection report for early years provision

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Inspector Susan Tuffnell

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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*.

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Description of the setting

Triangle Pre-School registered in 1970 and operates from Peartree Park Pavilion, Stevenage, Hertfordshire. One main room is used with a large store room, a kitchen, toilets and an office. There is a secure outside play area and the setting is fully accessible with ramps to the entrance door and wide doorways. A maximum of 27 children may attend the pre-school at any one time. The setting is open each weekday from 9.00am to 3.30pm during the school term-time and is registered to provide 27 places for children on the Early Years Register. The pre-school actively supports children with special educational needs and/or disabilities, as well as children for whom English is an additional language.

The pre-school employs eight permanent staff including the joint managers and the deputy. Most of the staff hold appropriate childcare qualifications. The pre-school is part of the Stevenage Pathfinder project and works in partnership with parents, carers and other professionals.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning and effective arrangements exist to ensure their welfare and encourage their involvement in the setting and the wider community. Highly effective partnerships between parents, carers and other professionals ensure individual children's needs are met and their protection assured. Leadership and management, including the capacity for sustained improvement, are outstanding.

What steps need to be taken to improve provision further?

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

- ensure that the next steps in children's development are forwarded securely into the future planning for individual children, to give a clear picture of progress.

The effectiveness of leadership and management of the early years provision

The management have high aspirations for quality through ongoing improvement and a strong commitment to equality and diversity, which is at the heart of the setting's work and actively promoted. Staff have an excellent knowledge of each child's backgrounds and needs, and are highly effective in ensuring that all children are well integrated. Major aspects of the steps taken to safeguard children are exemplary in most respects. Staff receive regular training on safeguarding and comprehensive policies and procedures, are implemented consistently and robustly, to ensure that concerns are prioritised and dealt with effectively. The

setting is highly committed in working in partnership with others and takes a lead role in establishing effective working relationships. Excellent partnership working takes place to ensure every child receives high levels of support at an early stage. There are well-established channels of communication between all partners supporting individual children on a regular basis to ensure information is shared and used to promote children's achievements and well-being. For example, excellent relationships exist with outside agencies, such as social workers, speech and language therapists, advisory teachers and the area Senco to ensure high quality continuous care. The setting receives additional funding for children who need one to one support and they also support children who speak English as an additional language and 'looked after' children. There is a clear and achievable plan for self-evaluation. This supports continuous improvement and the driving forward of ambitious plans to further improve the setting. For example, the management are applying for funding to improve the interior of the building, in order to increase the space for the children. Morale is very high and belief in the setting's success runs through all levels of staff. Rigorous and extensive monitoring, analyse and self-challenge enable the setting to devise well-targeted plans. As a result, outcomes in achievements and well-being for all children are good. Resources are good, fit for purpose and support children's learning and development. They are used well to achieve the planned goals and outcomes are clearly attributed to the good use of resources. The setting is vibrant and welcoming and there are appropriate steps taken to ensure resources and the environment are fully sustainable.

Highly positive relationships with parents and carers ensure that they are involved in decision-making on key matters affecting the setting through well-established and highly inclusive procedures. For example, the results of regular questionnaires to parents are actioned, such as the request to provide information about what the children have eaten for snack. This is now displayed for parents daily. The highly inclusive systems of communication ensure that there are consistent and productive partnerships with parents and carers. For example, information is regularly updated and displayed on parent's notice board, in newsletters and on the setting's internet site, resulting in strong levels of engagement with the setting's work.

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

A highly stimulating and welcoming environment fully reflects children's backgrounds and the wider community. Most children, including those with special educational needs and those learning English as an additional language, make good progress towards the early learning goals in all the areas of learning. Children's learning and competence in communicating, speaking and listening is fostered very well. They are encouraged to use their skills in a range of situations. For example, children are encouraged to name colours and shapes, count and sequence numbers and link sounds and letters. They learn to listen quietly to others, share stories and enjoy books. Children use an interesting range of materials to create their own designs such as the clay lights for Dwali. They make good overall progress in developing the personal qualities that enable them to take

responsibility for small tasks and develop skills for the future. For example, children are involved in the daily routine, as they tidy away toys and help to prepare the snack. They play well on their own, and those from different backgrounds and cultures work and play in harmony. Children enjoy their learning. They are motivated and interested in a broad range of activities and take responsibility for choosing what they do. For example, children access resources freely from the very good variety on offer and use the colourful resources file to identify, through photographs, other activities they would like to participate in. Most children demonstrate a willingness to keep themselves and others safe through their good behaviour. They are helped to learn the rules of the setting, through regular discussion at group times and the positive role modelling of staff. Children are secure and have a sense of belonging to the setting because of the effective key worker system. Supportive relationships motivate the children to respond positively to challenges and feel confident to talk about their personal experiences and share with others. For example, children talk about dressing-up for Halloween and their family arrangements for Bonfire night. They have a clear understanding of how to stay safe as they recognise and talk confidently about dangers. For example, children talk openly about the setting's rules to keep them safe and are beginning to understand about the possible consequences to their actions. Children show good awareness of what constitutes a healthy lifestyle as they adopt effective personal hygiene routines and understand the importance of healthy eating. Children take part in regular vigorous exercise both indoors and out as part of maintaining a healthy lifestyle. They have excellent free-flow opportunities to use the outside area and take full advantage of this, to practise their physical skills with a range of equipment to help their hand-eye coordination, balance and strength.

The staff's good knowledge of the learning and development requirements and Early Years Foundation Stage guidance promotes children's learning, social, physical and economic development. Comprehensive policies and procedures ensure that the children are protected and well supported. Successful staff deployment supports the children as they play and learn. Staff are skilled at promoting positive attitudes to learning. Good planning and organisation ensures that every child is suitably challenged by the learning experiences provided. Activities are well-planned, based on accurate observations and assessments and matched to the full range of children's needs. However, although the next steps in children's development are identified, they are not always forwarded securely into the future planning for individual children, to give a clear picture of progress. Relationships are secure and children's behaviour is managed well. Children are settled and happy. They show good levels of confidence and self-esteem as they begin to form positive relationships with their peers and gain an understanding of diversity, through planned activities and personal experiences. Children learn and understand about different cultures as they share stories, experiences and activities. Parents are invited into the setting to talk about their home life and festivals and specific days and traditions are incorporated into the activity planning. For example, the organisation of Chinese New Year is enhanced by the involvement of parents. Children are active, curious and inquisitive learners and are well equipped with the skills they need in order to secure future learning.

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	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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	1

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