

Triangle House Private Day Nursery

Inspection report for early years provision

Unique reference number	303848
Inspection date	10/08/2009
Inspector	Anne Bennett
Setting address	Butterworth Lane, Triangle, Sowerby Bridge, West Yorkshire, HX6 3NR
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Type of setting	Childcare on non-domestic premises

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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Triangle House Private Day Nursery opened in February 1995, and provides care for children in the early years age group from the locality and surrounding areas. It is located in a detached, converted building, previously used as a chapel, in Triangle, between Ripponden and Sowerby Bridge. The nursery is privately owned and is open each weekday from 07.15 to 18.15, 51 weeks of the year. All children have their own designated enclosed outdoor play areas.

The provision is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare register to care for a maximum of 65 children at any one time. There are currently 74 children on roll in the early years age group. The nursery employs 16 members of staff including a full time cook. Eleven members of staff hold appropriate early years qualifications including the manager who holds qualified teacher status and early years professional status. The provision is in receipt of government funding for children aged three and four and receives support from the local authority.

Overall effectiveness of the early years provision

The overall quality of the provision is good. Children are settled and confident in the setting and make steady progress towards the Early Learning Goals. Relationships with parents are effectively established and maintained through regular information sharing and a supportive and approachable staff team. Planning and assessment systems are developing along with staff understanding of the learning and development requirements. The staff team adopt a positive approach to developing mutual respect within and beyond the setting and are committed to overcoming barriers to enable all parents and children to feel they belong. The setting has a good understanding of its strengths and priorities for improvement and has effectively addressed the recommendations raised at the last inspection.

What steps need to be taken to improve provision further?

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

- continue to develop the links between planning and assessment in order to consistently maintain a clear focus for all children as they progress towards the early learning goals
- provide further opportunities for children to develop and use their home language in their learning and play
- further extend self evaluation processes to monitor the impact of targeted improvements on outcomes for children.

To fully meet the specific requirements of the EYFS, the registered person must:

- carry out a risk assessment for each type of outing 24/08/2009

and review it before embarking on each specific outing (Safeguarding and promoting children's welfare).

The leadership and management of the early years provision

Staff have a clear understanding of their roles and responsibilities in relation to safeguarding children and the nursery prioritises child protection training for all staff. Robust recruitment procedures ensure that all adults working with children are suitable to do so and a strong emphasis is placed on accessing training opportunities through the local authority. Knowledge and understanding in relation to planning and assessment processes are developing within the nursery and children are making steady progress given their starting points and capabilities. Risks are assessed and managed well and a consistent and thorough approach is in place for monitoring the ongoing suitability of the premises however, risk assessments are not currently conducted for each type of outing. Key areas of responsibility are shared effectively and staff are deployed well, ensuring that children can safely explore independently and with support when required.

Detailed policies and procedures have been routinely updated to link with the Early Years Foundation Stage framework and are consistently implemented in practice and openly available for parents to reference. A strong emphasis on developing respect for others and positive relationships with and between children, parents and staff are actively promoted to create a welcoming and inclusive environment for all. Daily diaries sheets, frequent exchanges with staff at the beginning and end of sessions, newsletters and parents evenings form the basis of good quality information sharing systems. In addition to robust partnerships with parents and carers, the nursery has established links with local primary schools and other early years providers and uses this, and key person systems to effectively support transitions within and beyond the setting.

The setting recognises the importance of self-evaluation and involves the whole staff team, using the Ofsted self-evaluation form as a tool to support this process. The views and opinions of parents and carers are actively sought through the use of questionnaires, a suggestion book and informal discussions. Priorities for improvement are well targeted however, the effectiveness of these changes in relation to the impact on outcomes for children is not clearly monitored as an integral part of reflective practice.

The quality and standards of the early years provision

Secure attachments with members of staff enable children to confidently explore their surroundings from a secure base, and parents praise the approachable and friendly nature of staff. Children are confident and self-assured in the setting, freely talking about what they are doing and approaching visitors, inviting them to sharing their experiences. Staff know children well and provide affectionate and responsive care. The setting has begun to implement planning and assessment processes based on children's individual needs, level of interest and preferences.

Next steps in children's learning and development are identified through appropriate observations and assessments in learning journey record books. However, links between planning and assessment, whilst in place, do not consistently demonstrate clear and well focused tracking of children's progress towards the early learning goals.

Children access an appropriate range of planned activities and resources and the manager is currently prioritising further develop of the continuous provision within the setting. Collections of resources of different sizes and properties enable children to count, sort and classify objects and transport and adapt them for different purposes during imaginative play. Comfy areas inside each room and an outside playhouse contain large cushions and a variety of books to share including well known objects, phrases and words. Children observe and match the transport toys they are playing with to low level posters showing different types of transport. All children are actively involved in creative activities using paint, collage materials and play dough for example, without compromising their safety. They practice and refine gross and fine motor skills as they carefully roll play dough into different sized balls and liken them to the eggs that they nurtured and hatched at the nursery with the support of the local farm.

A wide range of opportunities to engage in open conversations are available and staff actively encourage communication by singing and mirroring the facial expressions and vocalisations of young children. The setting is currently working with parents to support children who speak English as an additional language and provide further opportunities for children to develop and use their home language in their learning and play. Children thoroughly enjoy free flow play to recently developed outdoor spaces and demonstrate a sense of pride in their achievements as they shout, "Watch this!" Outside, children develop their understanding of different types of weather and use large equipment to explore boundaries within a safe and supportive environment. Children enjoy actively involving adults in transporting sand, exploring its properties and climbing in and out of the sand tray.

Behaviour is managed well within the setting and staff enthusiastically praise and encourage children as they say please and thank you, take turns and share resources. Children work together to build and knock down towers and develop friendships supported by positive adult role models. Children are provided with a broad range of well-planned, nutritious and balanced meals and snacks effectively tailored to their individual dietary needs and preferences. Mealtimes are a social occasion and offer opportunities for children to engage in conversations about themselves and what they are eating. Children are actively involved in helping to prepare food on a regular basis and often bake and make meals such as home made pizza. The local area is used to extend and support the learning environment through walks and visits to local places of interest. Additional activities such as Spanish lessons, music and movement sessions and craft activities are provided by parents and external organisations.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met