

Inspection of Triangle Pre-school

Wesley Weeke Methodist Church, Fromond Road, WINCHESTER, Hampshire SO22 6EG

Inspection date: 26 January 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children enjoy their time at pre-school and develop secure relationships with staff, who are immensely caring. Children and staff have fun together. For instance, a child asks a member of staff to help her draw a picture of a dog. The member of staff follows the child's instructions carefully. They take turns to draw each body part of the dog and laugh together at the pictures they create. This demonstrates that children feel safe, secure, and develop a sense of belonging.

Children develop a love of stories and rhymes. This not only supports their language development but also helps children make connections within their learning. For instance, staff make story times fully interactive. They ask children lots of questions about what they have heard and what they can see. Staff help secure children's understanding further by linking the story to real-life experiences. For example, staff connect the footprints in the story with the footprints children made in the garden earlier in the day.

Staff have high expectations of children's behaviour and help them develop a clear understanding of the rules and why these are important. For example, during welcome time children recall what they remember about each rule. Staff validate children's contributions, before providing clear explanations to promote safety and well-being. For instance, children learn that listening to adults helps keep them safe. This supports children to make good decisions.

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

- The manager and their team create and deliver an ambitious curriculum that reflects the learning needs of the children. Staff interactions support children's learning well. However, on occasion, some staff do not use all opportunities to extend children's learning fully. For example, while playing with the tea set, staff miss opportunities to introduce new ideas by engaging in children's imaginative play. This means that not all children have the same opportunities to reach their fullest potential.
- Children learn to be effective communicators. Staff support children's developing language and communication skills well. They engage children in regular conversation and ask them lots of open-ended questions. They adapt their language to meet the varying needs of children. Staff use communication aids effectively to provide children, who are at an earlier stage in their development, or those who speak English as an additional language, with a voice. Children also learn simple sign language, which helps children to communicate with others and make their needs and desires known.
- Staff introduce children to new concepts, including mathematics. This helps prepare children well for their next stage in learning. For example, children

explore height and measure as they build tall towers in the garden, stretching up high to reach the top. Children then use the bricks to create a path. They work in collaboration to collect the bricks and lay them in a pattern. Children take turns to walk along the 'narrow path', concentrating as they maintain their balance. Staff introduce appropriate positional language, such as 'over, under, left' and 'right'.

- Staff help children learn how to keep themselves healthy through engaging activities. For instance, children learn about the importance of maintaining good oral health. They practise their brushing skills as they draw germs and food on large mouth pictures, before adding toothpaste to their toothbrush and brushing the 'germs' away. Children taste the toothpaste and learn new facts, such as how many teeth they have. They identify healthy food and drinks and feed these to their mouth pictures. This helps children gain the knowledge they need to make healthy choices.
- Children develop good levels of independence, helping them become confident in doing things for themselves. For instance, children learn new techniques to help them put on their own shoes and coats. Staff plan physical sessions to help the oldest children learn to dress and undress themselves in a group setting. This helps children develop essential life skills, as well as preparing them well for their next stage in learning, including their eventual move to school.
- Partnership working is effective. The manager and their staff work well with other professionals, such as Portage and speech and language therapy, to ensure children with special educational needs and/or disabilities, or those with gaps in their learning, receive the intervention they need to catch up with their peers. Parents receive regular information about the setting, their children's progress and how they can further support their child's learning at home. Parents receive information via the online app, newsletters, and face-to-face meetings with staff. This helps create consistency between home and pre-school.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

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

- provide children with consistently high-quality interactions, that continuously build on what children already know and enables them to make the best possible progress.

Setting details

Unique reference number	110090
Local authority	Hampshire
Inspection number	10317254
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	60
Number of children on roll	27
Name of registered person	Triangle Pre-school Committee
Registered person unique reference number	RP523600
Telephone number	01962 880988
Date of previous inspection	11 May 2018

Information about this early years setting

Triangle Pre-school opened in 1987 and registered with Ofsted in 2001. It is located in the Methodist Church Hall in the Weeke area of the City of Winchester in Hampshire. The pre-school receives funding to provide free early education to children aged two, three and four years old. Sessions run from 9am until 3.30pm on Monday, Tuesday, Wednesday and Friday, term time only. The committee employs six staff, five of whom hold relevant level 3 qualifications in childcare.

Information about this inspection

Inspector

Paula Sissons

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together of all areas of the provision and discussed the early years curriculum.
- The inspector talked to the manager and children at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector spoke to parents during the inspection and took account of their views.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024