

Triangle Children, Young People and Community Centre

Inspection report for early years provision

Unique reference number	EY350646
Inspection date	21/01/2009
Inspector	Gulnaz Hassan
Setting address	London Borough of Haringey, Triangle Childrens Centre, 91 St. Ann's Road, LONDON, N15 6NU
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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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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 Children, Young People and Community Centre was registered in 2007. It is situated in Tottenham in the London borough of Haringey. All services are housed in a purpose-built building based over two floors. The children's centre is fully accessible and operates from the ground floor and consists of three children's rooms, a sensory room and a lounge area. A fully enclosed outdoor play area is situated over three levels. The after school club and holiday play scheme are based on the first floor and operates from a hall, art room, information and communication technology (ICT) suite and enclosed balcony for outdoor play.

The children's centre is registered to provide 75 places for children in the early years age range on the Early Years Register and there are currently 68 children on roll. The children's centre operates all the year round each week day from 08.00 to 18.00. The children's centre employs 14 child care practitioners and additional domestic and reception staff. All practitioners hold level two or three early years qualifications. The children's centre employs an early years teacher and additionally the head of centre holds a qualified teacher status.

The play centre is registered on the Early Years and compulsory Childcare Registers and offers 15 places for children in the early years age range. There are currently two children in the early years age range on roll. The play centre operates each week day during term time 15.30 to 18.00 and from 08.00 to 18.00 during school holidays. The play centre employs five child care qualified practitioners all of whom hold child care qualifications.

Overall effectiveness of the early years provision

The setting provides effectively for children in the Early Years Foundation Stage (EYFS). Children's learning and welfare is well promoted. Inclusive practice is good, for instance staff have a good knowledge of children's backgrounds and of their individual needs and children with learning difficulties and disabilities are very well supported. The capacity of the setting to maintain improvements are good, effective steps have been taken to address a number of issues identified by the setting, for instance, relating to safety and children's learning and development. These have resulted in improved outcomes for children in a relatively short space of time.

What steps need to be taken to improve provision further?

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

- ensure that staff deployment is effective in ensuring that children have equal access to resources and to enable incidents of disruptive behaviour to be identified
- continue to develop systems to support staff's engagement, interaction and communication with children, particularly during free and self initiated play

and learning

The leadership and management of the early years provision

The leadership and management have had a significant impact on ensuring that major improvements have taken place within the setting. The self evaluation process has been used as an extremely effective tool to correctly identify all areas that have required strengthening. Short and long term plans and actions are in place to ensure continuous progress and development. For instance, a programme of training and in-house work shops has been implemented to address weakness in staff practice. A number of positive changes have been implemented to fine tune systems and procedures, for example, with regard to administration of medication and security.

The procedures in place to safeguard children are robust. For instance, child protection procedures are clear and effective and well understood by staff. There are good systems in place to ensure the suitability of staff; a more recent implementation is the procedure to ensure that staff remain suitable to look after children. Risk assessments are in-depth and have resulted in a number of self set actions that ensure that the security and safety of children and adults are paramount. All records, policies and procedures are effective, well maintained and reviewed to ensure accuracy of information.

Partnerships with parents are well established. Initiatives have been implemented to ensure that a good two way flow of information and knowledge about children's starting points, learning and individual needs are exchanged effectively. Information about children's learning is shared with parents through a number of formal and informal meetings with key persons and management. There are good systems in place, including a complaints procedure, to encourage and enable parents and carers to hold discussions and express concerns about their children's care and learning. Parental interaction and involvement within the setting is an area that is developing well. For instance, parents have been contributing information about their children and families in unique ways.

The quality and standards of the early years provision

As a result of training and intensive support from the management system, staff have a good knowledge and understanding of the EYFS. This ensures that children are making good progress towards the early learning goals. A good assessment system is in place to measure children's achievements on a regular basis and to plan for the next steps in their learning. Staff plan and provide a range of activities which cover the six areas of learning well, these take into account the individual learning needs of children. Well resourced and organised areas for play additionally support children's learning. For instance, a post office, with a wide range of reading, writing and office materials, has been created where children have made their own passports and can write letters. Children have sufficient opportunity to consolidate their learning; this is particularly evident during moments of free and self initiated play when children engage in discussing the content of books and

retelling stories to each other. Children demonstrate high levels of competency in some areas of learning, for instance with regard to ICT skills. Children have mostly equal access to the activities provided, however at times children prevent each other from having access to favourite activities. Staff are usually well deployed to support children; however there are occasions when children's concentration and enjoyment of self initiated play are interrupted by their peers without sufficient staff intervention. Most staff interact and engage very well with children, for instance asking open ended questions and posing situations that encourage children to think critically. However, there are inconsistencies in practice, for instance some staff do not fully support children's language and communication skills when working with them, this has been identified by the management as an area for improvement. Children's learning about the world they live in is soundly promoted and they have satisfactory opportunities to learn about and value aspects of each others diversity. The setting operates a very successful key person system to help children settle well within the nursery, there are strong attachments in place and children, particularly in the younger age groups are particularly well-nurtured. As a result, babies as young as eight months demonstrate exceptionally high levels of security and contentment.

All aspects of children's health are well promoted, for instance each young child is cared for according to their own individual care plans that has been agreed with parents. Staff take very good account of children's dietary needs and menus are well planned to reflect this. Most children behave well, however on occasion, there are incidents of disruptive behaviour amongst the older children, this affects the play and learning of other children. Children are learning about most aspects of safety, for instance about emergency evacuations. However there are occasions when staff are overly concerned with keeping children safe and are too helpful, this means that children are not always effectively supported in trying new skills and taking manageable risks, for instance when children are on the climbing frame or enjoying water play.

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

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

Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints received by Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.