

# 3 Corners

Extended Services Room, Triangle C of E Primary School, Butterworth Lane, Triangle,  
SOWERBY BRIDGE, West Yorkshire, HX6 3NJ



<b>Inspection date</b>	16 June 2016
Previous inspection date	16 September 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- The highly motivated and reflective staff display a strong commitment to providing the highest quality of care and learning for all children. They critically review and analyse the effectiveness of their practice and meticulously identify targeted improvements in the pre-school and the after-school club.
- Children's independence is promoted exceedingly well. Staff are extremely patient and encouraging as they support all children to do things for themselves. Children are highly motivated and enormously self-confident.
- Children have excellent opportunities to learn outdoors, understand nature and develop their physical skills. Staff have created an environment that challenges children's strength and persistence to the highest levels. Children demonstrate impressive determination to reach the top of the muddy hill. This helps to promote their health and well-being very well.
- Children are prepared extremely well for their move on to Reception class. Staff work notably well with the school. They take children on numerous weekly visits to their future environment. In addition, children enjoy a weekly meal with the other school children. This helps to ensure children's continued high levels of emotional well-being.
- All children, including those with special educational needs or disability are highly motivated and eager to play and learn. Staff support children exceptionally well. Children demonstrate secure and sustained progress. Staff are extremely proactive and establish an effective joined up approach with other professionals and parents.
- Partnerships with parents are superb. Highly successful strategies engage all parents and excellent two-way communication enables them to be fully involved in their children's learning. Parents are especially complimentary about the exceptional quality of the care and education in the setting.

## What the setting needs to do to improve further

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

- continue to develop the already rich opportunities in the outdoor areas and review the impact of this on children's imagination and creativity.

### 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 completed a joint observation with the manager.
- The inspector held a meeting with the manager and business manager. She looked at relevant documentation, including the setting's self-evaluation and evidence of the suitability of the committee and staff working in the setting.
- The inspector spoke to members of staff and children at appropriate times during the inspection.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Kate Banfield

## Inspection findings

### Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. Staff are highly vigilant in helping to keep children safe. Very robust child protection policies and procedures are in place, understood and effectively implemented. The manager uses meticulous monitoring systems to evaluate how different groups of children are progressing in the areas of learning. The impact on children's progress is systematically analysed. Staff are highly qualified and very well trained. They display expert knowledge of current legislation and the areas of learning. Professional development is sharply focused on the needs and progress of children. Staff benefit from excellent leadership and supervision. They are extremely well supported with all aspects of their role. The dynamic manager actively seeks and uses the views of staff, parents and children to bring about carefully planned improvements. She has identified plans to increase and review opportunities for imaginative play outdoors.

### Quality of teaching, learning and assessment is outstanding

Staff's assessment of children's progress are made in collaboration with parents and all who support their learning. Any gaps in children's development are swiftly identified and early support is very effectively initiated. Staff use skilful communication and questioning and sustain children's engagement wonderfully well. Children's natural curiosity is expertly promoted, for example, as they observe tadpoles. They display an excellent understanding of the tadpoles and what they need to grow. Staff very skilfully support children's fascinations. They encourage children's investigations to help expand their knowledge. Through explorations and highly effective discussions, children resolve their question about whether or not tadpoles have teeth. Staff are extremely proficient at using children's spontaneous exploration to support their sustained engagement. Younger children demonstrate excellent timing and rhythm as they play the chime bars.

### Personal development, behaviour and welfare are outstanding

Children benefit from very effective and flexible settling-in arrangements. Staff are extremely sensitive to children's individual needs and support their social and emotional development exceptionally well. Children learn to be highly respectful and tolerant of others. Staff are consistently excellent role models for children and teach them about making positive choices. Children's behaviour is extremely good. This supports them to be happy and inquisitive learners. Staff provide an attractive and inviting learning environment that is skilfully planned to ignite children's imagination, curiosity and independence skills.

### Outcomes for children are outstanding

Children show superb levels of motivation and demonstrate an excellent, positive attitude to learning. They display brilliant imagination and cooperation, as they pretend to be police officers and catch the baddies. Children concentrate for extended periods of time when building structures and do not become distracted. They demonstrate superb muscle control and trace lines accurately. Children are supported exceptionally well to develop the skills and attitudes that prepare them for school.

## Setting details

<b>Unique reference number</b>	EY406884
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	850784
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 11
<b>Total number of places</b>	20
<b>Number of children on roll</b>	85
<b>Name of registered person</b>	Triangle Playgroup, Triangle Committee
<b>Registered person unique reference number</b>	RP523446
<b>Date of previous inspection</b>	16 September 2010
<b>Telephone number</b>	01422 835658

3 Corners was registered 2010. The setting employs six members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 and above, including one with early years professional status. The setting opens from Monday to Friday, term time only. Sessions are from 9am to 3pm. The out-of-school club is open Monday to Friday, term time only. Sessions are from 7.30am to 8.45am and 3.15pm to 6pm. The setting provides funded early education for two-, three- and four-year-old children. It cares for children who have special educational needs or disability.

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