

Inspection of Triangle Nursery School

25 William Bonney Estate, Clapham Crescent, London SW4 7JQ

Inspection dates: 16–17 October 2019

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this school?

This school is a special place for children to learn, play and grow. Children skip happily into school each day because they have come to expect that learning will be fun. They thrive under the care and guidance provided by the highly skilled and dedicated staff. One of the youngest children said, 'I like and I love my nursery, and I'm happy at my nursery too!'

Parents and carers told us that they felt a great sense of relief and gratitude when their children started nursery. They could tell straight away that staff wanted the very best for their children and would keep them safe. Staff spend lots of time getting to know each child very well indeed.

Leaders and staff expect all children to be successful in their learning. Practitioners find out what children know and can do when they start nursery. They then plan steps in learning for each child which helps them to quickly build up their knowledge, skills and confidence.

Children behave extremely well. Adults are wonderful role models for children. They show children how to be kind and to respect others. They help children to take turns and share. Any rare, minor disputes are sorted out calmly and quickly, and always with kindness. The nursery is a happy, harmonious and a high-achieving community.

What does the school do well and what does it need to do better?

Leaders, governors and staff have ambitious plans for the children in their care. Staff are proud to work at the school. This really shows when they talk about their roles and the impact they have on children's lives. They make sure that all children, including those with special educational needs and/or disabilities (SEND), achieve exceptionally well. Children are very well prepared to move on to primary school.

The learning spaces inside and outside are exciting and interesting. They motivate and inspire children to explore, play and learn.

Leaders and staff make sure that developing children's early literacy skills is a key focus. Children enjoy books, stories and rhymes. Practitioners think very carefully about the themes within the stories they choose to share. For example, children told us that Percy, the owl baby, 'missed his mummy', just like many of them did when they started nursery.

Phonics sessions support children to develop their reading skills well. Practitioners make sure that they keep a close check on children's skills so that they can carefully plan what they need to teach next. Parents told us that staff have helped them to support their children with reading at home.

Children come from a wide range of ethnic backgrounds. Many speak English as an additional language. Staff help children to develop their listening and speaking skills

extremely well. They model spoken English accurately. They also support and challenge children to use sentences and new words when they are speaking. For example, children were guided to talk confidently about different fruits that they were tasting.

Children listen attentively to adults and respond confidently to questions. They talk together when they are playing and learning. We saw a group of children talking about their rail tracks and helping each other to improve them. Children are confident in role play. We came across a few 'big bad wolves' and 'mummy pigs' during the inspection! Children showed great confidence when talking to us about their school, their families and their learning.

Staff are incredibly successful in developing children's personal and social skills. This is because they have created a setting where children feel treasured, valued and listened to. Leaders and staff work as a team and treat each other with respect and kindness. Children learn from them to be respectful and kind too. Lunchtime is a very special, sociable time of the day. Children wait patiently and take turns to choose their food. They use excellent table manners and chat happily with each other and with adults who eat alongside them.

Children with SEND are very well cared for and supported. They enjoy the full range of experiences that the nursery has to offer. Children of different ethnicity, ages and gender play and learn happily together.

Safeguarding

The arrangements for safeguarding are effective.

Leaders, governors and staff keep children's well-being and safety at the heart of everything they do. Parents express absolute confidence in the school's ability to keep children safe. Staff constantly check on children's safety. For example, a practitioner quickly went to help a child unravel a skipping rope from around her legs. Staff supported children climbing steps to score a basketball goal.

Leaders know the children's families exceptionally well. They seek support for families if they need help from external agencies.

Leaders and staff take swift, effective action if they think a child may be at risk of harm.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

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

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	100550
Local authority	Lambeth
Inspection number	10110379
Type of school	Nursery
School category	Maintained
Age range of pupils	2 to 4
Gender of pupils	Mixed
Number of pupils on the school roll	58
Appropriate authority	Local authority
Chair of governing body	Bruce McInnes (Federation) Daniel Brown (Triangle)
Headteacher	Rachel Hedley (executive headteacher) Luke Page (head of school)
Website	www.trianglenursery.org
Date of previous inspection	1 May 2018

Information about this school

- The head of school took up post in September 2017. The executive headteacher works across the five nursery schools in the federation, which are: Holmewood, Maytree, Effra, Ethelred and Triangle.
- The school shares governance across the federation but has a local governing body committee for each school.
- The school provides full-time and part-time nursery places for children aged 2 to 4.
- Children who attend part time attend either the morning or afternoon sessions and one full day.
- The school accommodates flexible hours for some children.
- Almost half the children speak English as an additional language.
- Children come from a wide range of ethnic backgrounds.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- The inspection considered children’s learning and development in all areas of the early years foundation stage. We focused especially on communication and language, reading, expressive arts and design, as well as personal, social and emotional development.
- We met with leaders and staff to discuss their plans for children’s learning and development. We observed learning in the inside and outside learning spaces. We spoke with children and with staff. We looked at examples of children’s learning.
- We held discussions with senior leaders and members of the governing body. We also spoke to a member of the local authority on the telephone.
- We reviewed arrangements for keeping children safe. This included checking that leaders make sure that all staff undergo all necessary pre-employment checks.
- We met with a group of parents and talked informally with parents at different times during the inspection.

Inspection team

Ruth Dollner, lead inspector

Her Majesty’s Inspector

Kanwaljit Singh

Ofsted Inspector

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