

Inspection of 3 Corners

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

Inspection date: 17 March 2022

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 early years setting?

The provision is outstanding

Children demonstrate high levels of energy and excitement as they enter the safe, vibrant and well-resourced environment. They have excellent emotional attachments to staff. Children flourish, and they develop superior levels of self-esteem and confidence. Staff kept in close contact with families during the COVID-19 pandemic restrictions. This helped to support children's emotional well-being and continuous learning. For example, staff provided ideas for children's activities at home and carried out socially distanced visits. Children make exceptional progress. They start school with an abundance of knowledge and skills and a love of learning.

Children are engrossed in a wealth of captivating and highly challenging activities and experiences, which staff expertly plan in great detail. Children excitedly approach the planting and growing area. They express sheer delight when they observe the first daffodil flowering. Children of all ages curiously explore, investigate and speculate. Older children test out what happens when they mix natural rainwater from the water butt with coloured rice. Younger children use funnels to channel water down plastic guttering. Children demonstrate exemplary friendships and behaviour. They share special events, such as birthdays, and patiently take turns while playing mathematical games. Children demonstrate excellent self-regulation. For instance, they use sand timers to share popular resources.

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

- Staff plan an inspiring curriculum which is informed by their meticulous observations and assessments. They use a wealth of inventive ways to expand and reinforce children's knowledge. For example, children watch a video of a cow being milked while learning about farms and animals. Staff replicate this using latex gloves filled with milky water.
- Staff's interactions ignite children's thirst for learning and their thinking skills. Staff maximise spontaneous learning opportunities. For example, when children find an insect, staff suggest using a magnifying glass to explore its intricate features.
- Staff are loving and nurturing. They sensitively help children to express their feelings or worries. For example, staff read stories and provide resources such as puppets and 'emotion' stones and spoons.
- Children develop impressive language and literacy skills. They have a wonderful love of stories, which they recall through visual aids, props and role play. Children spontaneously make marks on a large and small scale. Older children write their names and use words such as 'incubator' when recalling a visit to see the chicks.

- Staff skilfully support children's physical development. Younger children excitedly bounce on space hoppers, and older children competently use scissors, tape dispensers and the water butt tap. Staff use discussions, activities and visual aids to help children learn about good oral hygiene and healthy eating.
- Staff exchange a wealth of information with parents on entry, and thereafter. This helps staff to meet children's individual care and learning needs. Staff consult effectively with staff from Reception classes when children move on to school and, subsequently, where children attend the out-of-school club. For example, staff complement school topics or events, such as Anti-Bullying Week and internet safety.
- Staff reinforce their expectations of children's behaviour exceedingly well. For example, they ring the bell when it is tidy-up time. Children thrive on positive reinforcements, such as the 'star of the day' initiative.
- Children develop exceptional independence. They choose to play indoors or outdoors, access the hats and gloves drawer, and put on outdoor waterproof suits. Children keep themselves warm with cosy blankets while listening attentively to stories outside.
- Staff reflect each child's uniqueness through books and visual images, and teach children about difference. For example, children visit places of worship, compare the villages they live in and learn about everyone's important celebrations.
- The manager undertakes extensive self-evaluation to precisely target improvements and continued professional development. Staff attend a vast amount of training. From this, staff have thought about how they can better use mathematical resources and enhance early writing opportunities through stories.
- Staff swiftly identify and help children with a developmental delay to catch up. For example, staff found that new two-year-old children have been affected by the COVID-19 pandemic, in respect of their speech. Consequently, staff put in place highly successful strategies. For instance, they have adapted story sessions and introduced visual picture aids. Staff have recommended hearing tests and worked with parents to limit the use of dummies, to rule out any other potential causes.

Safeguarding

The arrangements for safeguarding are effective.

Staff have an in-depth understanding of child protection issues. The manager reinforces staff's knowledge. For example, she shares information from safeguarding networking meetings. The manager tests staff's knowledge through quizzes, scenarios and on-the-spot questions. Staff continually update their training, and the manager completes more advanced training. They promptly refer concerns on, to keep children safe from harm. Staff carry out stringent risk assessments to promote children's health and safety. Children learn to assess risks during activities, such as balancing on planks, climbing trees, crawling up the muddy bank and sliding back down. They approach risks and challenges with astounding confidence. Staff closely supervise children to promote their welfare.

Setting details

Unique reference number	EY406884
Local authority	Calderdale
Inspection number	10131603
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 11
Total number of places	20
Number of children on roll	170
Name of registered person	Triangle Playgroup, Triangle Committee
Registered person unique reference number	RP523446
Telephone number	01422 835658
Date of previous inspection	16 June 2016

Information about this early years setting

3 Corners registered in 2010 and is situated in Triangle C of E Primary School, Triangle, Sowerby Bridge. There are eight members of childcare staff, all of whom hold appropriate early years qualifications. Seven staff hold qualifications at level 3 and the manager holds early years professional status. The setting opens during term time from 8.45am to 3pm, Monday to Friday. It provides funded early education for two-, three- and four-year-old children.

The setting provides an out-of-school club which opens Monday to Friday, all year round, excluding bank holidays, two weeks at Christmas and the first and last week of the summer holidays. During term time, the breakfast club and after-school club solely accommodate the children who attend the pre-school and host school. Sessions are from 7.30am to 8.45am and 3.15pm to 6pm. During the holidays, sessions are from 7.30am to 6pm and the holiday club is open to children from the local and wider community.

Information about this inspection

Inspector
Rachel Ayo

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 inspector held discussions with the manager, who is also the nominated individual. She carried out a learning walk with the manager. This helped the inspector to understand how staff organise the early years provision and the curriculum.
- The inspector observed the quality of education indoors and outdoors, and assessed the impact of this on children's learning.
- The manager and the inspector carried out a joint observation of an activity.
- The inspector spoke with children, staff and parents during the inspection. She also viewed written feedback.
- The inspector held regular meetings with the manager throughout the inspection, to keep them updated. She also looked at various policies and documents, including those related to the suitability and qualifications of staff and records of learning.

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.

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