



Tower Project Complex Needs Summer Scheme

Inspection report for early years provision

Unique Reference Number	EY340854
Inspection date	13 February 2007
Inspector	Carolyn Mary Hasler
Setting Address	Stephen Hawking Primary School, 2 Brunton Place, LONDON, E14 7LL
Telephone number	0207 423 9848
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Registered person	Tower Project
Type of inspection	Childcare
Type of care	Out of School care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

Tower Project Complex Needs Summer Scheme is run by an independent individual. It opened in 2006 and operates from the Stephen Hawking Primary School. It is situated in a large residential area in Stepney in the London Borough of Tower Hamlets. A maximum of 10 children may attend the play scheme at any one time. There are currently five children under eight years on roll. The play scheme is open for four weeks in the summer holidays, eight days at Easter and five days in October and February half term. It operates from 09:00 until 15:30. All children share access to a secure enclosed outdoor play area. Children that attend the play scheme, are residents of Tower Hamlets and have severe complex needs. The play scheme supports a number of children who speak English as an additional language. Ten staff are employed including the manager. They all hold appropriate qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The setting supports children with additional and complex needs and as such children are supported well in hygiene skills, they are learning to indicate their care needs through sign. Children's privacy is respected when using the toilet areas, each child has a separate cubical where they are encouraged to be as independent as possible in learning toileting skills while being able to access help in a sensitive and supportive manner. High levels of supervision and support ensures that children's safety while learning personal hygiene is maintained. Children enjoy a high level of hygiene around them, their understanding of hygiene is supported through staff who practice routine tasks such as wiping down tables before children sit down to eat. Cleaning routines are systematic and ensure that cross infection does not occur between individuals. Children sometimes display inappropriate behaviour such as spitting which staff respond to appropriately, they talk to children about their unacceptable behaviour. Staff carry around dry hand wash to wash their hands and the hands of children while at play. Staff have very good knowledge of children's health conditions which are supported through profile documents which are reviewed regularly by parents, these are kept in the children's play rooms. Staff have specialist training to cope with complex health issues and administer medication. All staff are first aid qualified and there is a first aid kit in all areas children have access to. During longer periods of operation the setting employs a qualified nurse to undertake specialist care. Good record keeping ensures that children's health is supported appropriately.

Children enjoy playing in the secure outside area where they access fresh air and exercise. Children are building skills in large motor and small muscle movement. They particularly enjoy the bikes which are robust and designed to accommodate children with additional needs. Some children are very skilled in manoeuvring the bikes around corners and along paths. They have access to a climbing frame which is well supervised. Children also enjoy playing in the swimming pool where they receive high levels of support.

Children can access drinks throughout their day. All children eat independently, however staff support less able children when needed. Children are learning about which foods are healthy because the staff talk about healthy eating, they encourage children to try new or different foods and give children options the day before to choose from. Generally meals are supplied through the school system, however on occasion staff who hold food hygiene certificates provide meals. Most children enjoy the hot meal provided for them in the middle of the day, more able children enjoy helping to prepare the room for meals by fetching eating equipment from the kitchen.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children enjoy a specialised unit which is purpose built to support children with additional and complex needs. Children from five to under eight years have a spacious area to play in, they also have access to specialised rooms for music and cooking activities. In addition when individual children are finding a large group challenging they can access the sensory room. Children have

access to good sources of natural light and the setting is at a comfortable temperature. The playground is secure and exciting, children have access to nature because thought has been given to providing a well laid out garden containing shrubs and trees. Wild life is encouraged into this area through bird feeders. Covered areas of the garden, which children can be contained in when the weather is wet has been decorated with reflective spirals, a large selection of interesting mobiles and activity boards attached to the roof and fences. Children enjoy a wide variety of specialist and non specialist play equipment which takes account of children's varying abilities. Furniture, specialist equipment and aids are in place to support both children and staff. Equipment is of good quality, well maintained and is kept clean.

Children's safety is generally maintained. The building is secure, younger children have to negotiate two handles on each door in order to leave the room. Additional rooms are kept locked unless in use. The garden is secure. The setting has a state of the art fire safety system agreed by the fire department. Fire doors lock and children remain in the building because fires can be isolated. This is to protect vulnerable children from other dangers such as the road if they evacuate. There are sprinklers in each of the rooms. The setting has practised their fire procedure however a record was not made, this raises questions about how well the system works and how often it is practised. The setting has a system in place to ensure that they know who is on the premises however this is not consistently used. This means that children's safety is not consistently safeguarded. The Person in charge ensures that risk assessments take place each day and further risk assessments are made of each outing to ensure that children have fun but are kept safe.

Staff have satisfactory knowledge of how to safeguard children from abuse, they are aware of the four different areas of abuse and signs and symptoms. Policies and procedures are informative, however some detail has not been included which means that children's welfare is not consistently safeguarded.

Helping children achieve well and enjoy what they do

The provision is good.

Children have fun and are challenged while they attend the setting. All children are encouraged to take part in activities. However, children with particular conditions are happy to play outside the group with staff support. Most play is planned in advance and structured. Children enjoy free choices when playing out in the garden or enjoy individual attention when playing in the pool. However, children generally play as a group, high levels of support help children to participate and co-operate with the group learning to take turns and share equipment. More able children are challenged as they work out bigger and smaller numbers to find out who got the highest score. Specialised equipment help children to take part and be included in all activities. Children are happy and enthusiastic, they like being there and engage in play. They build friendships with one another because the staff offer good role models to follow. Staff work with children closely to help them learn right from wrong, they are reassuring to distressed children but also make it clear when their behaviour is unacceptable; particularly when directed towards others, helping children learn to respect others' feelings. Children with language skills engage in conversation with staff, less able children use several forms of sign language to

communicate and make their feelings known. Children enjoy stories, their full participation is encouraged as they act out the caricatures.

Helping children make a positive contribution

The provision is satisfactory.

Children who use the setting come from a variety of back grounds and they learn about themselves and others through activities such as looking at photographs of themselves and their families, and the families of their friends. They have been enjoying preparing for Valentines Day, by making special gifts for their families. The setting has celebrated Diwali inviting visitors to talk to the children and dressing children up in traditional dress. On St Patrick's Day the children enjoyed making hats and had Irish stew for lunch and danced to Irish music. Children also enjoyed a visit to an African tribal village. Children have access to a variety of play resources which promote positive images and acceptance of other cultures and lifestyles.

The setting works closely with the local authorities social services department to meet the needs of children with additional and complex needs. The premises is purpose built and supports the needs of those who use the service. Children communicate their needs because staff are highly qualified in Makaton and British Sign Language. All children are well supported because staff have detailed information on each child which is kept close at hand, they know children well. The setting has a number of policies and procedures in place to ensure the care and health needs of children are met. Policies and procedures are detailed and comprehensive.

Children respond to staff and in general children behave well, however some children displayed challenging behaviour, clearly indicating a refusal to engage in activities. Staff work closely with children's schools on an individual basis to ensure that behaviour is managed consistently. This means that children are not given conflicting messages. Staff are able to reason out how and why they manage behaviour in a particular way, they are sensitive to children's feelings while holding strong boundaries. Staff are knowledgeable about how to manage behaviour. Although there is a policy and procedure informing staff about physical intervention, they do not have a policy available for inspection which sets out how they manage behaviour, this raises questions on how a new member of staff will know how to respond to particular behaviour patterns without clear guidelines. This means that children's behaviour is not consistently managed.

Children benefit from secure relationships between staff and parents and carers. Parents inform that they are happy with the service and find it invaluable respite. They share that children enjoy coming and often bring home activities which they did while at the setting. Parents didn't feel very informed about the setting although they acknowledge that the setting is given detailed information about their children and that they can phone or ask for daily feed back through a school home diary system. Policies and procedures are available at the setting, however, children are picked up from home and dropped home at the end of each day. This means that parents do not have easy access to information about the setting. The complaints procedure is not in line with current requirements and does not give details of the regulatory body. This means that parents are unable to make a complaint if they have serious concerns and therefore children are vulnerable.

Organisation

The organisation is satisfactory.

The welfare and safety of children is protected because the setting has robust recruitment procedures in place to ensure that staff are suitable to be in contact with children. This includes clearance from the Criminal Records Bureau. New staff attend an induction day, all staff have access to in house training and have suitable qualifications in childcare and to work with special needs. Ratios ensure that children have individual attention and high levels of support. The setting has systems in place to ensure that ratios are always adhered to in the event of absenteeism. The organisation of health and hygiene is very good, staff have good systems in place to support children's medical and health needs. The organisation of safety is satisfactory, there are sufficient systems in place to ensure that children are kept safe. Children are enjoying and achieving while at the setting. Children are contributing to their community however working in partnership with parents is satisfactory.

The organisation of documentation and record keeping is satisfactory. Records are detailed and informative, underpinning the service provided. Records are stored confidentially and staff are very aware of privacy issues. The setting understands its obligation to retain records and ensure that all records and documentation are made available for inspection, however not all documentation were available.

The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. 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.

THE QUALITY AND STANDARDS OF THE CARE

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that records pertaining to children's safety are kept and maintained, in this instance fire procedure practises and a record of visitors to the setting
- provide staff with a policy on how to manage behaviour and make available to parents
- ensure that parents have easy access to policies and procedures and information about the setting, including a reviewed complaints procedure, to fall in line with current regulations in the event that parents wish to make a complaint

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk