

Complex Needs Scheme

Inspection report for early years provision

Unique reference number EY375819
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Inspector Sandra Teacher

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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 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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

Complex Needs Scheme, part of The Tower Project, was registered in 2008 and this is the first early years inspection. It caters specifically for children with physical and learning disabilities and other complex needs. It operates from the early years centre at Bangabandhu Primary School, in Bethnal Green, London. All the children are residents of Tower Hamlets and they are transported in the local authority bus. The scheme runs daily for four weeks in the summer holidays from 09:00 – 15.30. The play scheme is registered for 10 children aged from five years to eight years, and at the time of the inspection, there were none in the early years age group. A varied number of children attend at any time, and there are 10 children on roll, four of whom speak English as an additional language.

There are ample staff and volunteers to meet the required adult to child ratios. Staff either hold or are working towards appropriate early years or other relevant educational qualifications. All have attended suitable induction programmes which include the specialist information required when caring for children with such complex needs. The majority are trained first aiders and there is a resident nurse on site. The setting is registered on the Early Years Register, the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

The quality of the provision at the Complex Needs Scheme is outstanding. Excellent leadership and management ensure that all individual needs are met well and that learning is fun and enjoyable. Children's welfare is afforded the highest priority and the setting goes the extra mile in ensuring that every child is fully included in all the provision has to offer. There is a shared desire to tackle well any identified areas for development which indicates a good capacity for further improvement, although formal systems for evaluation and reporting to parents are not yet fully in place.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- develop self-evaluation systems and record in a more formal way
- report progress and achievements to parents more formally and systematically

The leadership and management of the early years provision

Leadership and management are outstanding. The setting's manager is very effective in her role and ensures that children make good strides in their learning and enjoy their time in the setting. All staff work together well and the manager has ensured that every need is catered for. She has employed staff from minority

ethnic groups who speak the children's mother tongue, staff who can sign for deaf children, male staff role models and a resident nurse to deal with medical issues. All work as a team and relationships are first class. All staff are aware of their roles and responsibilities and this contributes much to the smooth running of the provision on a daily basis. Staff set high expectations for children in both their behaviour and their care and welfare. There is a good understanding of how to deliver the Early Years Foundation Stage framework, both indoors and out, and this is highly relevant for children with these needs.

The manager has a good awareness of the strengths and areas for development of the setting. This however is work in progress, and has not yet been recorded in a formal way

All the required policies and procedures relating to safeguarding children are fully in place and assiduously known and followed by staff. Detailed and regular risk assessments are carried out for both on and off site activities. A daily risk assessment is carried out for the outdoor grounds and accommodation. Detailed logs are kept of any accidents or incidents including any inappropriate behaviour. Robust systems are in place relating to the administration of medicine and staff are fully conversant with any medical condition or learning difficulty any child may have. Such attention to detail plays an important role in ensuring that all children are fully included in the wide array of activities and happenings the setting provides.

The manager has excellent links with all the local partners, services and all schools in the local authority are contacted so that they can recommend children for the scheme. All the relevant documentation is in place from the parents and home visits take place if necessary. However, the use of the buses, which is a boon to transport the children to and from home and to a host of exciting places, also acts as a barrier, as staff do not regularly meet with the parents to provide feedback on their children's progress. There are some positive letters from parents, who are clearly very happy with the service, but there is a need for a more formal process so that parents know how their children are progressing on a day to day basis.

The quality and standards of the early years provision

The manager and staff work hard and effectively at providing an effective range of activities that capture and maintain the interest of the children. Staff strike a good balance in directly helping children to acquire key communication, creative and personal skills alongside opportunities for children to explore and find things out for themselves. There are many opportunities for children to engage in experiential activities, such as making peppermint creams or designing hot air balloons and they do so with great enthusiasm and enjoyment. They proudly show off what they have made, and always have things to take back home to show their families. This helps to build up their confidence and self esteem. Staff are adept at improving children's communication skills by enthusiastically participating in role play with children or by playing ball games. These activities do much to promote children's social development. Challenging behaviour is always dealt with sensitively, and when one child decided to splash water all over the play ground, the adult calmly suggested to him that he should now try and make his footprints in the spilt water.

Visitors to the setting help improve children's awareness of keeping safe, fit and healthy. This is reinforced very well by the emphasis the setting gives to healthy eating and lifestyles. All meals are prepared on site and the children are given a hot breakfast and lunch. Children's commitment to healthy lifestyles is also helped by the strong attention given to physical exercise. The spacious outside area provides children with many opportunities to keep physically active and the children do so with relish. The staff are good role models by participating with equalled enthusiasm. Staff recognise the importance of promoting independence in children and give them choices in activities as well as expecting them to put away resources after use. They even decide where they want to sit on the bus. Children respond maturely to such requests. Children are well behaved, readily share resources and are more than ready to wait their turn. All these factors, together with the strong bond of respect and trust between adults and children, help to make an environment that is conducive to learning and social interaction.

Ensuring the outstanding welfare of the children is at the core of what the setting provides. There is also little doubt that children feel safe and secure in the setting and they know that there is always someone to talk to if they have any concerns whatsoever. All adults provide good role models and there is a high level of consistency in how behaviour rewards and minor sanctions are applied. Staff trust children to carry out any roles and responsibilities around the setting. Routines to ensure safety, health and hygiene are followed by all staff. This is apparent during snack time where food serving areas are spotlessly clean. Children are always reminded about playing safely on equipment both inside and outside and it is testimony to the children that they readily do so and genuinely look out for one another.

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?	1
How well does the provision promote inclusive practice?	1
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?	1
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?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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Annex B: the Childcare Register

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

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