

Attlee Youth & Community Centre

Inspection report for early years provision

Unique reference number	119545
Inspection date	15/02/2010
Inspector	Liz Corr
Setting address	5 Thrawl Street, London, E1 6RT
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Type of setting	Childcare on non-domestic premises

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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.

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Description of the setting

Attlee Youth and Community Centre is run by the Attlee Foundation. It opened in 1982 and is located in the E1 area of the London Borough of Tower Hamlets. They provide a holiday play scheme and after school club. The setting is available for older children as an open access scheme. Children use a large hall, sensory room, kitchen and toilets on the ground floor and an art room, library area and activity rooms on the first floor. Children access the fully enclosed outdoor facilities including, an adventure playground. A maximum of 70 children from five to under eight years may attend at any one time. The setting is also open to young people aged up to 18 years. The setting is registered on the Early Years Register and also on the compulsory and voluntary parts of the Childcare Register. The setting supports children learning English as an additional language and children with special educational needs.

The after school provision is open each weekday from 4pm to 6pm during term time. The play scheme is open during school holidays from 12pm to 6pm. They also operate on Saturdays from 11:30am to 3:30pm. There are currently 101 children on roll and of these, 21 are in the early years age group. The setting employs 12 staff and two volunteers, half of the staff team hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well occupied with a good range of activities both inside and out. The management have identified areas for further improvement through their systems for self-evaluation and this includes developing the range of equipment for the youngest children. The setting provides an inclusive environment where all children and families are welcomed. Consequently children are happy and develop positive relationships with the staff and each other. The staff have formed successful relationships with parents and ensure their views are addressed.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- extend the supply of play equipment to provide children with more opportunities to make choices and initiate their own play
- continue to develop knowledge of the Early Years Foundation Stage guidance to monitor and assess children's progress towards the early learning goals.

The effectiveness of leadership and management of the early years provision

The setting is very well led and managed and ensures that children are safeguarded. Effective systems are in place so all adults working with children are suitable to do so. Staff are very aware of their responsibility to report any child protection concerns. Secure procedures are in place to ensure that allegations made against staff are reported to the appropriate agencies. Effective induction procedures inform staff of the setting's procedures which helps promote the smooth running of the service. Staff are well deployed so children are well supervised both indoors and out. Risk assessments are in place which ensures that hazards are removed and children are kept safe.

The manager is committed to developing and improving the setting in partnership with the staff team. As a result, they work well together to provide a welcoming and enjoyable environment for children. For example, the manager ensures the staff team are involved in the planning for each of the sessions which means that they are very well prepared and organised. Furthermore staff are actively involved in the activities which increases children's enjoyment. The manager has a clear vision for future improvements at the setting including strengthening relationships with existing parents and new users of the setting.

Inclusion is a strength at this setting. Children are relaxed and settled as the staff know the children well and are aware of their individual needs. Staff speak a range of community languages which supports users whose first language is not English. This ensures parents are well informed about their child's progress and children are welcomed and included. The management and staff respect children's cultural and religious backgrounds and provide a service which caters for their needs. For example, they provided a service during some of the December school holidays for children who do not celebrate Christmas. The staff team ensure that any concerns about children's development are sensitively managed and work in partnership with parents and other professionals to meet the needs of the children. All children are actively involved in the challenging and enjoyable programme of activities on offer.

The setting strives to promote successful relationships with parents. Good information is provided to promote communication with parents. For instance, outreach workers encourage new users to the setting. Useful information is provided through discussion with staff when parents and carers first visit the setting. Clear information is displayed around the setting and a selection of staff speak several community languages to further promote their good communication systems. New parents are warmly welcomed to the setting and provided with good information about the activities that take place. The setting is working successfully to increase the number of families who use its facilities.

The quality and standards of the early years provision and outcomes for children

Children attending the after school club and holiday play scheme are warmly welcomed at the setting. Furthermore older children attending the session provide very positive support to the younger children, which increases feelings of belonging for the younger ones at the setting. Children are well behaved and fully involved in the activities. They are praised for their skills by staff and older children which helps promote their self-esteem and confidence. Children are keen to take part in an art competition for Chinese New Year. They are excited as they may receive a sticker for their participation or a prize if they win. Children play well together during table top games and laugh out loud each time the pirate pops up from their game. New children are provided with a tour of the setting and introduced to staff and children. Consequently, they settle well and become involved in the range of activities available.

Sessions are well planned and children's interests are considered when planning each session. Staff have an appropriate understanding of the Early Years Foundation Stage and consequently provide activities to help children make progress towards the early learning goals. Furthermore, new initiatives at the after-school club include home work sessions to support children's learning. However, they have identified that they wish to continue to develop their knowledge of the Early Years Foundation Stage curriculum in order to continue to develop their practices for observations and assessments.

Children enjoy opportunities to be creative and take part in organised activities. For example, children are fully involved in making cards and dragons to celebrate Chinese New Year. They confidently approach staff and are keen to talk about all the activities they enjoy. Furthermore they make cards for visitors welcoming them to the setting. Children are eager to take part in activities and make good use of indoor and outdoor play. They eagerly demonstrate to adults when they develop new skills. For example, they excitedly show how they can climb the outdoor equipment and come down the enclosed slide in pairs. Older children provide positive role models and are caring towards the younger ones. Younger children develop secure friendships and play happily in mixed age groups.

Children's good health is well promoted. They have open access to the outdoor play area where they can climb, swing, slide and balance in the fresh air. Large adventure playground equipment provides children with physical challenges and good fun. They are keen to share their sense of achievement as with the adults explaining, they are not scared of the large equipment anymore and can use this independently. A tuck shop is provided at the setting which provides the children with healthy choices. Drinking water is available to help children keep hydrated. The setting carefully plans activities to promote children's awareness of good health. For example, they have arranged for a dentist to help children understand the importance of tooth care through a series of creative activities. Children's knowledge of healthy eating is further promoted as they take part in cooking activities. They thoroughly enjoy taking turns to make stir fried vegetables and noodles during their Chinese New Year celebrations. This also provides a healthy

snack which they happily tuck into. Children access clean, modern toilet and washing facilities which are well stocked with paper towels and liquid soap to promote good hygiene at the setting.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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