

Tower Project Complex Needs Summer Scheme

Inspection report for early years provision

Unique reference number

EY340854

Inspection date

07/08/2012

Inspector

S Campbell

Setting address

Stephen Hawking Primary School, 2 Brunton Place,
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Type of setting

Childcare - Non-Domestic

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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

Tower Project Complex Needs Summer Scheme was registered in 2006 and is funded by a charity. The setting is managed by a management committee, which includes parents, professional and other outside agencies. The setting is situated in a residential area of Stepney in the London Borough of Tower Hamlets. The setting operates from a class room within Stephen Hawking Primary School. All children share access to an enclosed outdoor play area.

A maximum of 10 children under 8 years may attend the setting, of these 10 children may be in the early years age group at any one time. There are currently forty children in this age range on roll. The children attend a variety of sessions and the setting serves children who are residents of Tower Hamlets. Children attending the setting have complex educational needs and/ or disabilities. The setting supports children who speak English as an additional language.

The setting is open from 9.00am to 3.30pm Monday to Friday during the summer holidays only. The setting operates for four weeks in the summer holidays, eight days at Easter and five days in October and February half term. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The setting employs six members of staff. Most staff including management hold appropriate early years qualifications at level 2 and 3. One member of staff is currently working towards a higher childcare qualification. The setting receives the support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in an environment that is successful in ensuring that all aspects of individual needs are known and met, overall. From the outset, staff demonstrate commitment to developing strong partnerships with parents and outside agencies to ensure all children's care, learning and development is effectively met. Children are cared for in a safe and secure environment and most documentation is well maintained and readily accessible to effectively promote children's welfare. Recommendations made at the last inspection have been fully addressed. There are effective processes in place for self-evaluation, which demonstrates a good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- maintain an accurate record of children's hours of attendance. (Documentation) (also applies to both parts of the Childcare Register)

21/08/2012

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

- extend opportunities to enable children with disabilities to make independent choices, and express preferences about their activities.

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively promoted because staff have a good understanding of child protection issues, procedures and their role in safeguarding. Although the setting does maintain a register of children's attendance, an accurate record of their hours of attendance is not maintained. There are robust vetting procedures in place, which means children are cared for by suitable. Staff work well as a team and they are effectively deployed to promote children's well-being. Staff are effectively encouraged to attend ongoing training, to improve outcomes for all children.

Children are cared for in a safe and secure environment. There are good security measures in place enabling staff to monitor visitors to the setting. Staff undertake daily risk assessments of areas used by children and they demonstrate a good understanding of the importance of carrying risk assessments for outings.

Staff make every effort to ensure information is obtained about children's individual and medical needs and prior to children attending they fully familiarise themselves with information gathered from parents and outside agencies. A qualified nurse is also on site during operating hours to administer medication. Staff have developed strong relationships with parents and others. Parents are kept well informed of children's progress through ongoing discussions and observations. There is also an informative parent notice board enabling parents to gain a good understanding of daily activities, the menu and other useful information. There are good systems in place for self-evaluation which includes the views of parents. This enables staff and management to accurately identify strengths and areas for further development, to drive improvement.

Children have access to a good range of resources to effectively promote their learning and development. They are able to make choices about what they would like to play with because most toys are easily accessible, although this is an area for further development. Good quality, positive images of diversity are displayed around the setting. Children also learn about similarities, differences and the wider world through the celebration of varying festivals.

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

Children are happy and settled. They have formed good attachments with staff, demonstrating trusting and caring relationships. Staff know children well. This is because from the outset detailed and essential information is obtained by working closely with parents, children's schools and health professionals. This also means they are able to effectively promote continuity of care and build on what children already know. Staff undertake effective planning enabling children take part in a varied range of experiences to support their learning and development. Through the use of good observations staff provide strong support to assist children's play and interests. For example, while playing outdoors children discover a snail. They show excitement and take pleasure in sharing this with staff. Staff effectively extend children's learning by talking to them about placing the snail in a container with soil. This also prompts children to tell staff about the African snail they have at home.

Children benefit from taking part in physical activities, such as music and dance, which contributes to their health and well-being. They are beginning to move with increasing control as they follow simple instructions to the beat of the music, for example sliding right to left, jumping on the spot and clapping their hands. Others take pleasure in showing their friends and others their free-style dancing to chart music. Children benefit from taking part in a varied range of tactile experiences to effectively promote their sensory skills, for example playing with wet sand, shaving foam and modelling. Children help to make play dough and staff effectively use this as an opportunity for children to use simple mathematics. More able children confidently count five cups of flour and ten spoonfuls of oil. Children also have access to a good range of resources to develop early problem solving skills, for example posting boxes, puzzles and stacking rings. Children are well behaved and they are developing good turn taking and sharing skills.

Children are developing to be good communicators. Staff ask children good open-ended questions to encourage them to think and to promote their language development. In addition, staff use a wide range of methods for communication, such as the Picture Exchange Communication System, Makaton and signing. Children attending the setting are from a variety of backgrounds and staff communicate in their home language. This effectively promotes an inclusive environment where children are developing a strong sense of belonging. Children learn the importance of healthy eating, self-care and hygiene by taking part in healthy cooking activities, such as making a fruit flan. Their good health is further promoted because they receive healthy and nutritious meals, for example fruit and raw vegetable platters. During the day children help themselves to drinking water and juice. This encourages them to think about their personal needs. Children's understanding of keeping themselves safe in everyday situations is extended through group drama activities. This means children learn the importance of stranger danger, road safety and explore their feelings.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2
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	2
The effectiveness of the setting's engagement with parents and carers	2

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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept) 21/08/2012

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept) 21/08/2012