

Cass Child & Family Centre

St. James's Passage, Dukes Place, London, EC3A 5DE



Inspection date	27 July 2016
Previous inspection date	6 May 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The staff team is well qualified and has good knowledge of how children learn. All children make good progress in their learning and development.
- Staff regularly ensure that children have a safe environment to explore and investigate. For example, they undertake regular risk assessments and supervise children well at all times.
- The nursery is welcoming and stimulating. Children are confident, keen to play and readily explore the well-resourced learning environment.
- Children are well behaved and have a clear understanding of the rules of the nursery. This helps to enhance their safety and awareness of how to keep others safe.
- Staff work well to maintain strong partnerships with parents and outside professionals. They work together to put clear systems in place to give extra help when needed to meet the individual needs of children.
- Leaders are enthusiastic and committed to providing a good quality service for families. They check the provision regularly and have a clear view of how to improve further.

It is not yet outstanding because:

- On occasion, staff do not help children to know how they can answer questions more confidently.
- Sometimes, staff miss opportunities to extend children's learning, particularly with regard to understanding mathematical ideas.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- give children further help so they can respond more effectively to questions
- use more opportunities to extend children's learning, particularly with regard to understanding mathematical ideas.

Inspection activities

- The inspector observed the staff and children playing and interacting and spoke to them at appropriate times during the inspection.
- The inspector completed a joint observation with one of the managers.
- The inspector had a discussion with the manager and looked at some relevant documentation, including records of staff suitability checks, children's records and the setting's self-evaluation documents.
- The inspector spoke to parents who were available on the day of the inspection and took note of some parents' written views.

Inspector

Phyllis Cooper

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff are trained in all aspects of child protection and know what action to take if they have concerns about children's welfare. A secure recruitment, vetting and induction procedure is carried out for all staff members. Leaders have a high focus on improving the expertise of staff. Regular staff supervision helps to identify areas to improve and enhances children's learning experiences. The management team oversees all planning to ensure effective activities are implemented and meet most needs of individual children. Children's progress is checked closely to identify any who may require additional resources or support. Leaders have clear improvement plans in place and actively seek the views of parents, staff and children to help identify further areas for improvement.

Quality of teaching, learning and assessment is good

Children benefit from a stimulating environment where they can independently access a range of activities. Staff make good use of the information gathered from parents and their observations and assessments to plan and provide a varied programme of activities. For example, children enjoy making their own modelling dough, which they later use to make shapes. Children develop their communication and language skills effectively. Staff nurture their imagination well and encourage them to be creative. For example, children take part in singing made-up rhymes and sharing stories. Children enjoy sharing their ideas and feelings in an environment where they feel safe. Children have a range of opportunities to learn about differences between cultures and the world around them.

Personal development, behaviour and welfare are good

The key-person system works well and children form good relationships with staff. Children benefit from exercise in the open air. They enjoy a variety of interesting outdoor activities that keep them physically active. For example, they use a number of wheeled toys to move around, run on a grass verge and climb on large equipment. Children follow good hygiene routines and enjoy nutritious meals and snacks, which take into account their dietary needs. Children behave well and play cooperatively together. Staff effectively teach children to have respect for one another and show good manners. For example, children are reminded to share, take turns and say 'please' and 'thank you'.

Outcomes for children are good

Children make good progress in all areas of learning and development. Staff ensure that children have the key skills needed for the next stage in their learning and for school. For example, children are confident and capable communicators. They enthusiastically take part in clearing away items and take pride in their achievements.

Setting details

Unique reference number	EY288677
Local authority	City of London
Inspection number	1056750
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 5
Total number of places	76
Number of children on roll	75
Name of registered person	Sir John Cass's Foundation Primary School Governing Body
Registered person unique reference number	RP524671
Date of previous inspection	6 May 2015
Telephone number	020 7626 6315

The Cass Child & Family Centre registered in 2004 and is situated in Aldgate, in the City of London. The day-care provision of the centre is open each weekday, from 8am to 6pm, for 48 weeks of the year and receives funding to provide free early education for children aged two, three and four years. The provider employs 21 members of staff. Of these, one holds early years professional status, four hold qualified teacher status, and 16 staff have early years qualifications at level 3 or above.

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