

Inspection date

14 December 2016

Previous inspection date

9 April 2013

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 manager evaluates the provision effectively and promptly identifies and addresses areas for development to improve children's experiences. For example, she renovated the outdoor environment and now provides exciting and challenging resources for children to enjoy and learn.
- Staff develop close relationships with parents that meet the needs of their children. This is reflected in parents' positive feedback. For example, they praise staff's flexible approach to settling-in time and how they adapt routines to meet children's individual requirements.
- Staff observe and assess children's learning effectively. They use this information to plan what children need to do next and promptly work with other professionals to close gaps in their development. All children make good progress from their starting points.
- Children consistently display positive behaviour. They are happy, kind and caring towards other children. They listen well and show respect to staff.

It is not yet outstanding because:

- Staff miss some opportunities to encourage children to lead their play and extend their independence. For example, some staff joined in too quickly to offer support and suggested what and how children should play.
- At times, staff do not reinforce children's understanding of how to manage and take responsible risks to extend their awareness of personal safety.

What the setting needs to do to improve further

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

- increase opportunities for children to strengthen their independence, in particular to make decisions and lead their play
- provide further opportunities for children to develop their growing understanding of how to keep safe.

Inspection activities

- The inspector observed the quality of teaching in the playrooms and the outdoor play area, and looked at some of the children's assessment records and planning documentation.
- The inspector held discussions with the manager throughout the day.
- The inspector held discussions with staff about their roles and assessed their understanding of meeting the requirements of the early years foundation stage.
- The inspector took account of the children's and parents' views during the inspection.
- The inspector conducted a joint observation with the manager.

Inspector

Martina Mullings

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager ensures staff and parents are familiar with the setting's routines, policies and procedures to manage the setting efficiently. The manager and staff attend safeguarding training and have a secure understanding of their responsibility to protect children. They have a good knowledge of child protection matters and the procedures to report any concerns about a child's welfare. The manager makes positive use of evaluative feedback from staff, parents and children to meet the children's needs and interests. She provides ongoing supervision and development opportunities to enhance staff's knowledge and skills. For example, she models good practice to staff and provides support, such as sharing new activities, to plan and build on children's learning. Staff monitor children's progress effectively and use this information well to plan for their future learning.

Quality of teaching, learning and assessment is good

Staff support children's communication skills effectively. For example, they teach children to express themselves using speech, sign language, body language and emotions. Children use their imagination well during play. For example, in the mud kitchen they make pretend 'cupcakes' and talk about the taste. Staff skilfully develop children's early literacy skills. For example, they encourage children to listen to stories and talk about the images. Children develop new interests and skills, such as bathing the dolls, sweeping the leaves and drilling wood. Children explore with different sensory and creative materials. For example, they enjoy sticking card shapes and feathers to make their designs.

Personal development, behaviour and welfare are good

Children settle well. Staff form close relationships with children and support their emotional development effectively. Children are familiar with the environment and they easily access the resources, which are sensitively stored on their level. Children are encouraged to share and take turns with other children. Staff support children's growing understanding of the similarities and differences between families in the local community. Children willingly help with small responsibilities, such as serving the meal and pushing the trolley back to the kitchen. Staff support children's good health. For example, they provide children with nutritious meals and encourage them to wash their hands.

Outcomes for children are good

Children are active and motivated to learn. They acquire skills in preparation for future learning. For example, children understand simple instructions, confidently express themselves and display positive social skills, such as forming friendships and playing with others. Children enjoy physical play and develop good mobility, balance and coordination. They strengthen their small and large muscles, for example, as they dig the soil, climb frames and balance on wooden blocks.

Setting details

Unique reference number	119601
Local authority	Tower Hamlets
Inspection number	1061275
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 3
Total number of places	40
Number of children on roll	29
Name of registered person	London Borough of Tower Hamlets
Registered person unique reference number	RP901219
Date of previous inspection	9 April 2013
Telephone number	0207 364 0538

Overland Children's Centre registered in 1975. It is situated in Bow, within the London Borough of Tower Hamlets. The setting opens Monday to Friday from 8am to 6pm, for 51 weeks of the year. The setting receives funding to provide free early education for children aged two, three and four years. The setting employs nine staff, who all hold appropriate early years qualifications at level 3.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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