

# Ilse Amlot Centre for Women and Children

Somerford Grove, Tottenham, LONDON, N17 0PG



## Inspection date

15 December 2016

Previous inspection date

14 October 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 and staff work well together, so all staff know their roles and responsibilities. The manager seeks out training for staff to further improve their skills and understanding. The key person system works well. Staff know the children for whom they take responsibility. They meet their care and learning needs effectively.
- Children enjoy a stimulating learning environment, so they typically make good progress in their development. They become confident and independent learners.
- The provider has a thorough safeguarding process. The manager ensures all staff understand the procedures which help to keep children safe. All staff have up-to-date safeguarding and first aid qualifications.
- Children are emotionally secure because staff work hard to build strong relationships with them and their families. Staff are caring and thoughtful, and the trusting relationships developed help children to be prepared for their move on to school.
- The manager and staff value parents' views and strive to assist families whenever possible. They reflect on the service they provide to identify how it can improve further.

### It is not yet outstanding because:

- At times, staff do not extend children's language skills effectively, to aid their learning and communication.
- Occasionally, staff miss opportunities to develop children's simple thinking skills.

## **What the setting needs to do to improve further**

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

- strengthen children's language skills to aid their communication and learning further
- provide more effective opportunities for children to develop their early thinking skills.

### **Inspection activities**

- The inspector completed a joint observation with the manager.
- The inspector sought the views of staff, parents, carers and children to understand their views on the setting.
- The inspector sampled documentation relating to planning, observations and assessments of children, policies, vetting and qualification procedures.
- The inspector discussed how the manager evaluates her practice and the practice of staff.
- The inspector observed the interactions between staff and children.

### **Inspector**

Havva Pavli

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager ensures all staff understand their role in safeguarding routines and procedures. This includes protecting children from harm and conducting thorough risk assessments. All staff undertake regular training to maintain their good practice. The manager continually improves staff's knowledge through training and professional development. Staff act as good role models for children. The manager monitors children's progress closely. She identifies any gaps in their learning and plans next steps for their learning carefully. Children who have special educational needs and/or disabilities are well supported. The manager ensures that equality and diversity are taught effectively through the setting's clear policies and practice.

### Quality of teaching, learning and assessment is good

The manager ensures staff obtain a clear overview of each child from parents to identify their starting points. Staff use this information effectively to plan for children's next stages in their development in most areas. Good teaching develops and engages different groups of children, regardless of their ability, especially in their physical, personal, social, emotional and creative development. For example, children enjoyed making different types of cupcakes and decorating them with glitter. Staff speak clearly and use simple words for children whose first language is not English. They plan effectively to develop children's early writing and number skills. Staff work collaboratively with parents. For example, one translated a book from English to their child's home language to support a joint approach to their learning.

### Personal development, behaviour and welfare are good

Children settle well into this caring environment. They develop their social skills well. For example, children are encouraged to share and be respectful of others. They become independent and are aware of the boundaries set by staff. Children understand and express any concerns they have willingly to staff or their key person. Positive relationships between children and their key person ensure they are emotionally secure, while developing self-confidence and practical skills in a variety of ways. Children's behaviour is good, indicating they feel secure. The setting offers healthy snacks, which helps reinforce to children the benefits of a healthy diet. There good opportunities for children to learn about different cultures and about their local community.

### Outcomes for children are good

All children, regardless of their abilities, make good progress from their starting points. They develop the key skills which prepare them well for school. For example, children listen closely to adults, speak clearly and learn to manage their personal needs. Their early writing and number skills develop well.

## Setting details

<b>Unique reference number</b>	140440
<b>Local authority</b>	Haringey
<b>Inspection number</b>	1061443
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 7
<b>Total number of places</b>	77
<b>Number of children on roll</b>	85
<b>Name of registered person</b>	Ilse Amlot Centre for Women and Children
<b>Registered person unique reference number</b>	RP519267
<b>Date of previous inspection</b>	14 October 2013
<b>Telephone number</b>	(0208) 808-9117

Ilse Amlot Centre for Women and Children registered in 1994 and is a registered charity. It operates from purpose-built premises situated off Park Lane in the Northumberland Park area of the London Borough of Haringey. The setting operates during term time, running a morning session each weekday from 9am until midday and an afternoon session from 12.30pm until 3.30pm. Children attend for a variety of sessions. The centre also provides an after-school club which operates each weekday from 3pm to 6.30pm during term time, and crches for children whose parents are attending training at local colleges. The setting is in receipt of funding for the provision of free early education for children aged two, three and four years. The setting supports children who are learning English as an additional language and those who have special educational needs and/or disabilities. The setting employs 19 staff members who work directly with the children and all hold appropriate early years qualifications.

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