

Inspection date	30 May 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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		Not applicable	

Summary of key findings for parents

This provision is good

- Relationships between staff and children are positive. Children settle well into daily routines and play together in harmony. They develop a good sense of belonging.
- Staff are sensitive to the needs of all children. For example, they introduce children to new experiences and help them learn new skills. Children achieve well.
- Staff work effectively in partnerships with providers and outside professionals to ensure good continuity of care and experiences for children. They help to prepare children well for the next stage of their learning.
- Staff keep parents well informed about their children's progress and well-being. Parents are very pleased with the reliable service and the good care and support their children receive from this attentive staff team.
- Managers offer ongoing support and training for all staff. For example, they regularly observe and assess staff practice to ensure that they continually support children's care and meet their learning needs effectively.

It is not yet outstanding because:

- Staff do not consistently make the best use of opportunities to broaden children's understanding of the world around them, particularly in relation to different people and their cultures.
- At times, staff miss opportunities to help children manage tasks for themselves so that they become more independent in their learning.

What the setting needs to do to improve further

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

- broaden the range of opportunities for children to learn about other people, communities and cultures, to increase their knowledge of the wider world
- encourage children to consistently manage tasks for themselves so that they become more independent in their learning.

Inspection activities

- The inspector observed activities in all parts of the setting, including the outdoor provision.
- The inspector spoke to some members of staff and children at appropriate times during the inspection and held meetings with the management team.
- The inspector carried out joint observations with the manager.
- The inspector took account of the views of parents spoken to during the inspection and reviewed parents' written comments and suggestions.
- The inspector looked at children's records and the setting's policies and procedures, including those relating to the suitability of staff.

Inspector

Fatiha Maitland

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Robust recruitment and induction procedures help ensure that staff are suitable to work with children. Staff have a good knowledge of safeguarding practices and understand the procedures to follow if they have a welfare concern about a child in their care. Staff make good use of training opportunities provided to increase their knowledge and skills and to benefit children's experiences. For example, they know how to meet the needs of children who have special educational needs (SEN) and/or disabilities and provide any extra help and support they require. Managers seek the views of staff, parents, children and others to improve their service continually.

Quality of teaching, learning and assessment is good

Staff use observations of children in their play and information from children's parents and their teachers, to set up engaging activities to meet the needs and interests of each child. Staff show children how to handle resources with care and offer suggestions to support children's communication and language skills. Children have positive attitudes to learning and eagerly join in play. For example, they explore different coloured paints, observe how colours change when they mix and create imaginative pictures. They build models purposefully and talk about what they have made. Children investigate how musical instruments work and listen to different sounds they make. They enjoy stories with their friends and look after books well. Children listen attentively and respond well to instructions.

Personal development, behaviour and welfare are good

Staff provide an inclusive play environment. They speak to children in a calm manner and support their social and emotional skills to good effect. Children learn to share resources fairly, take turns and consider the views of others. Children's behaviour is good. Staff promote healthy lifestyles. For example, they talk to children about their favourite snacks and the impact on their health. Children develop good knowledge of the changes that happen to their bodies when they exercise and appreciate fresh air and physical activities each day. For example, they learn to bounce, throw and kick balls safely and enjoy games. Staff undertake regular and thorough checks of the premises and resources to keep children safe and secure.

Setting details

Unique reference number	EY495747
Local authority	Westminster
Inspection number	1050086
Type of provision	Out of school provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	4 - 8
Total number of places	30
Number of children on roll	28
Name of registered person	The Westminster Society for People With Learning Disabilities
Registered person unique reference number	RP901713
Date of previous inspection	Not applicable
Telephone number	07940 790 641

Tresham registered in 2016. The after-school club is open from 3.30pm to 6pm from Monday to Friday. The club also operates from 10am to 4pm on Saturday. During school holidays, the club is open from 8.30am to 6pm. Most of the children attending the setting have SEN and/or disabilities and come from the London Borough of Westminster. There are 13 staff, three of whom have early years professional status. Six staff hold relevant qualifications at level 2 or 3.

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