

# The Children's Centre at Tyssen

Oldhill Street, Hackney, London N16 6LR



<b>Inspection date</b>	9 October 2018
Previous inspection date	20 October 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of 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

### The provision is good

- The management team reflects on the nursery's practice well. They identify the nursery's strengths and identify areas to develop to improve outcomes for children. They work effectively with other professionals such as, local authority advisory staff, to help evaluate the quality of the nursery and implement improvements.
- Staff are good role models to children and children behave very well. Children are encouraged to share and take turns and be kind to each other. Children are confident, happy and secure.
- Partnerships with parents are strong. Staff establish strong relationships with parents from the start. They keep parents well informed about their child's day including their progress. Parents speak very positively about the staff in the nursery.

### It is not yet outstanding because:

- Although staff continually carry out observations and assessments of children's progress, some of the monitoring systems do not always clearly show children's starting points.
- On occasions, staff do not always recognise how their interactions with children can help and support children to extend their learning even further.

## What the setting needs to do to improve further

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

- strengthen systems for gathering important information about children's starting points to show how progress has been made since they started
- build on plans to support staff to recognise how their interactions with children can support children to extend their learning, so that learning opportunities are not missed.

### Inspection activities

- The inspector talked with parents, the provider, the manager, staff and children at appropriate times during the inspection.
- The inspector observed the staff's interactions during activities indoors and outdoors and looked at a range of resources and equipment.
- The inspector sampled a range of documentation including, children's details, learning records, insurance and other relevant documentation.
- The inspector undertook a joint observation with the manager.
- The inspector had discussions with the provider about policies and procedures and methods of assessing and planning for children's progress. The inspector also discussed how staff work with parents and other providers.

### Inspector

Caroline Preston

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff are knowledgeable of how to recognise any possible signs and symptoms that may indicate a child is at risk of abuse or extreme views and behaviours. They understand how to follow reporting requirements. Regular supervisory meetings for staff help the manager to find out how she can support staff to develop their practice and plan for further training to help enhance the experiences offered to children. Robust recruitment procedures ensure staff are suitable and their ongoing suitability is regularly checked. Children's individual progress is checked to identify any gaps in their learning. This means that swift action is taken by staff and that children receive the help they need from other professionals.

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

Children lead their own play and build on their own interests to help them learn in the way that best suits their individual learning styles. Staff know the children well and plan interesting activities to keep children stimulated and interested. Staff support children's literacy skills well. For example, children link sounds to letters, naming and sounding the letters of the alphabet. Staff encourage children's mathematical skills effectively. For instance, children show an interest in number problems. They can separate a group of three or four objects in different ways and are beginning to recognise that the total is still the same. Children listen with interest to the noises staff make when they read stories. They are fascinated by the 'attention bucket' a resource that staff use to encourage communication and language for all children. Children describe what is in the bucket and sound out the name of the object. This helps support children's social and emotional skills effectively.

### Personal development, behaviour and welfare are good

Children's physical health is promoted well. For example, children enjoy play in the garden. They run, walk and move in different ways. Children are energetic and move freely between indoors and outdoors. Children learn that safety is important as staff explain safety rules to them in the 'magical forest school'. Children learn not to lick their hands, or leave the forest school without an adult and to be respectful to each other. They enjoy exploring the abundance of nature as they investigate the forest around them, walking around the trees and through the mounds of leaves.

### Outcomes for children are good

Children are well prepared for their move on to school. Children manage their care needs well, they follow daily routines independently. They serve their food and help to tidy away. Young babies play alongside others and enjoy cuddles and reassurance from staff.

## Setting details

<b>Unique reference number</b>	EY339433
<b>Local authority</b>	Hackney
<b>Inspection number</b>	10067947
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	52
<b>Number of children on roll</b>	70
<b>Name of registered person</b>	Tyssen Community Primary School Governing Body
<b>Registered person unique reference number</b>	RP527940
<b>Date of previous inspection</b>	20 October 2014
<b>Telephone number</b>	0208 806 4130

The Children's Centre at Tyssen registered in 2007. It is based in Tyssen Community School, which is situated in Stamford Hill, in the London Borough of Hackney. The provision is open every weekday from 8am until 6pm for 48 weeks of the year. The setting receives funding for the provision of free early education for children aged two, three and four years. The provision supports children with special educational needs and/or disabilities and those who are learning English as an additional language. There are 14 members of staff, all of whom hold appropriate early years qualifications to level 6 and one has qualified teacher status.

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