

Attlee Youth & Community Centre

5 Thrawl Street, London E1 6RT



Inspection date

Previous inspection date

9 August 2019

17 February 2016

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

Summary of key findings for parents

This provision is good

- Staff provide a warm and welcoming environment and a safe space for children.
- Staff have good attachments with children, who settle quickly and feel confident to interact with their peers.
- Children have access to a spacious outdoor environment, which has exciting and challenging equipment. This helps to develop children's physical skills.
- Leaders have effective monitoring and vetting processes in place to ensure that all staff are suitable to work with children.
- Staff demonstrate a good understanding of the signs and symptoms of abuse. They know the setting's safeguarding procedure if they have concerns about a child's welfare.
- Staff set high expectations by modelling good behaviour. They also challenge poor behaviour in an appropriate manner.
- Children with special educational needs and/or disabilities (SEND) are encouraged to take part in group activities, so that they bond well with other children.
- Leaders have good systems in place to help staff reflect on daily activities. However, they do not use this information effectively to make improvements to the setting.
- Leaders seek to tackle inequalities and have made good links with a local cafe, who provide regular snacks for the children. However, staff do not consistently encourage healthy eating habits or talk about the benefits of exercise.

What the setting needs to do to improve further

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

- monitor the impact of the training provided for staff in order to extend their practice further
- provide more opportunities to educate and promote healthy eating and exercise to children.

Inspection activities

- The inspector observed staff and children engaged in a range of activities and routines, indoors and outdoors.
- The inspector carried out a joint observation of an activity with the leader.
- The inspector spoke with staff, parents and children.
- The inspector sampled a range of documents, including policies and procedures and staff records.

Inspector
Chioma Ihezie

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff attend training to help them identify when a child might be at risk of harm or abuse. Leaders complete daily session forms to encourage staff to reflect on their individual practice. However, leaders do not make good use of this information in order to improve the quality of practice. Staff plan future activities together and consult parents and children. Leaders ensure that all staff are trained to deliver the early years foundation stage and they foster a culture of learning through play. Staff model good behaviour well and address poor conduct so that children behave respectfully to one another.

Quality of teaching, learning and assessment is good

Staff provide creative and stimulating activities which help to keep children fully engaged and remain focused. For example, children enjoy mixing ingredients together to make 'slime'. They show lots of enthusiasm when talking about different textures, and say 'look, mine is sticky'. Children with SEND play collaboratively with their peers, who are respectful and kind. Staff use their knowledge and skills to help parents recreate activities at home, for example making play dough. There is a spacious outdoor environment which supports children to take positive risks. They can move in a variety of ways, which helps to develop their gross-motor skills. Children are free to explore the garden and have a safe space to run and walk. Staff also set up appropriate activities for children to develop their communication and physical skills.

Personal development, behaviour and welfare are good

Staff organise the environment well and resources are easily accessible to help children develop their independence skills. Staff support children to become confident, so they feel proud of their achievements. Children proudly tell staff, 'I can use the zip wire'. Staff work well with parents to promote good behaviour, and they model and share strategies that support behaviour management at home. Staff are very responsive to children and provide a secure base for them to learn and develop. Although regular attendance at the setting is not compulsory, there is a strong community presence and children enjoy coming to the holiday scheme.

Setting details

Unique reference number	119545
Local authority	Tower Hamlets
Inspection number	10104858
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children	5 - 19
Total number of places	110
Number of children on roll	110
Name of registered person	The Attlee Foundation
Registered person unique reference number	RP519288
Date of previous inspection	17 February 2016
Telephone number	020 7375 3212

Attlee Youth and Community Centre is located in the London Borough of Tower Hamlets. The setting is open on Tuesday and Wednesday from 4pm to 5pm, and on Saturday from 11.30am to 3pm during term time. During the school holidays, the setting is open Wednesday, Thursday and Friday from noon to 6pm. The setting employs five members of staff, who hold appropriate playwork qualifications.

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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