

# Inspection of Headstart Education Centre

56-62 Church Road, LONDON E12 6AF

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Inspection date: 7 October 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children's behaviour is excellent. They follow instructions and understand what behaviour is expected of them. For example, they show great determination at walking on the right-hand side as they move upstairs for physical play. They show consideration to the older children in the building by using quiet voices when they move through the corridors. The manager and staff are passionate about creating an environment where all children can grow and develop in their individual ways. Staff spend a great deal of time getting to know the children and use this information to plan activities that cater for each child's individual needs and interests. This leads to children showing deep levels of engagement and eagerness to learn. For instance, they show delight as they make handprints using different colour paints, counting their fingers as they do so. The curriculum is well thought out and staff build on what children already know. The dedicated manager oversees this curriculum with great precision and has effective systems to ensure all children make good progress. Staff establish strong partnerships with other professionals, which helps them to support children with special educational needs and/or disabilities (SEND) extremely well. For example, staff regularly liaise with professionals and parents to seek advice, review children's progress and set them challenging targets. Children are content and secure. They are confident and enthusiastic learners. Staff are extremely enthusiastic, which contributes to the happy and friendly environment that is felt throughout.

## **What does the early years setting do well and what does it need to do better?**

- Staff and children have lovely relationships that help children feel exceptionally safe and secure. The key-person system is strongly embedded and staff spend a great deal of time learning about their key children and their families.
- All children show high levels of curiosity, concentration and enjoyment. They confidently and independently choose different activities and spend extended periods focusing on these. For example, babies are fascinated to learn about different types of fruit and attempt to say the names of the fruits they see. Older children smile with delight as they explore with flour and scrapers in the sensory area.
- Staff are extremely consistent in promoting children's positive behaviour and attitudes. They have a shared understanding of how to help keep children safe and spend a great deal of time explaining to children why things might be dangerous, such as water on the floor or running inside. Children are highly aware of how to keep themselves safe and spot things that might be dangerous quickly.
- The manager successfully encourages continuous improvement in the setting. She maintains a strong focus on ensuring that staff expertise can support further improvements. For instance, regular supervision of staff performance provides a

robust programme of training to develop subject knowledge.

- Children benefit from effective and consistent care routines to further promote their emotional security. The manager and staff are excellent role models. They consistently teach children good manners and excellent hygiene practices.
- Partnerships with parents are strong. Staff communicate effectively with parents about their children's time at nursery and what their next steps are. This allows parents to feel involved in their children's learning and further support this at home. Parents feel their children have made good progress since starting nursery and are very happy with the care provided.
- Staff have high expectations for children and carefully assess what they can do and what they need to learn next. However, at times, staff miss opportunities to further extend older children's learning, especially during group activities.
- The manager demonstrates strong knowledge and ambition. She uses her ongoing reflections and evaluations of the setting to see where practice can be further improved and developed. Staff feel well supported. Weekly team meetings provide many opportunities to share their ideas and contribute to the running of the setting.
- Staff use regular assessments of what children can do to plan next steps in their learning. They use this information to create activities and experiences that will provide children with the essential knowledge they need for future learning. This enables children to make good progress in their learning and development. They are well equipped and prepared for the next stage in their learning, including school.
- Staff communicate well with children. They use visual aids to support children who are still developing their language. They learn key words and phrases from children's home language if children speak English as an additional language. However, at times, staff miss opportunities to further develop children's vocabulary, especially during spontaneous conversations during activities such as snack time.
- Children demonstrate a broad understanding and develop high-level skills to support them in their future learning. For instance, they enthusiastically ask to write their own names on their completed artwork, developing their literacy and physical development.

## **Safeguarding**

The arrangements for safeguarding are effective.

Managers ensure all staff attend appropriate training to develop the knowledge they need to keep children safe. Staff understand their responsibility to promote children's well-being. They know the procedures to follow if they have any concerns about the welfare of the children in their care. Safe and thorough procedures are in place to recruit new staff. Managers ensure that all staff are suitable to work with children. Staff are vigilant about children's safety and carry out frequent risk assessments of the premises.

## **What does the setting need to do to improve?**

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

- ensure staff use a variety of effective teaching strategies to support children's communication skills further
- make greater use of opportunities to consistently challenge and extend older children's learning and development

## Setting details

<b>Unique reference number</b>	EY366020
<b>Local authority</b>	Newham
<b>Inspection number</b>	10064942
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 to 5
<b>Total number of places</b>	128
<b>Number of children on roll</b>	102
<b>Name of registered person</b>	Headstart Education Centre
<b>Registered person unique reference number</b>	RP527506
<b>Telephone number</b>	0208 478 3708
<b>Date of previous inspection</b>	19 January 2016

## Information about this early years setting

Headstart Education Centre registered in 2008 and a variation to the registration was made in 2015. It is run by trustees consisting of parents and community members. A home-schooling provision operates in the same building, which was not observed as part of this inspection. The early years provision is open Monday to Friday from 7.30am to 7pm during term time. Holidays include those of the Islamic calendar. There are 15 members of childcare staff including the manager. All staff hold appropriate early years qualifications. The nursery supports children who speak English as an additional language. The nursery receives funding to provide free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Laura Rathbone

## Inspection activities

- The inspector went on a learning walk around the setting with the manager.
- The inspector observed the quality of teaching indoors and outdoors and assessed its impact on children's learning.
- The inspector checked the evidence of staff training and suitability.
- The inspector spoke to staff, parents and children at appropriate points in the inspection and considered their views.
- A joint observation was carried out by the inspector and the manager to evaluate the quality of teaching and learning.

We carried out this inspection 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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