

Inspection of Tower Hamlets Opportunity Group

Around Poplar Childrens Centre, 115 Three Colt Street, LONDON E14 8AP

Inspection date: 9 March 2020

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

The provision is good

Staff know children well, and develop warm and caring relationships with them. They are kind and reassuring. Children cuddle up to staff when they need comfort. They feel happy and secure. Children confidently talk to authorised visitors and invite them to join in with their play. Staff's interactions with children are engaging and stimulating. Staff communicate well with children in a variety of ways. For example, they model language, repeat key words and use visual cues. Children behave well. They enjoy playing together, listen closely to staff and are kind to their friends. For example, children find the missing puzzle. They enjoy a broad range of experiences, such as water and sand play. Children are inquisitive and ask questions to extend their knowledge. They hold conversations with staff about their experiences at home and link it to their current learning at the nursery. For instance, children discuss the types of foods they eat at home compared to when at the setting. Staff have high expectations of what children can achieve. They plan carefully sequenced learning opportunities to support children's development.

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

- Staff follow children's interests and provide a variety of suitably challenging activities. Children are confident and motivated learners. They dig with spades as they work together filling buckets and containers. Children learn how to use tools appropriately, manage risk and develop their physical skills.
- Partnerships with parents are strong. Staff regularly review children's progress. They confidently explain to parents how they help children to meet their next steps in learning. Parents comment about the good links between the setting and the children's centre. They praise the work and commitment of both settings in helping children to make progress.
- The management team and staff work effectively with external professionals. They understand how to support children with special educational needs and/or disabilities well. Children make progress over time from their starting points and gather the skills they will need for the next stage in their learning, or school. Staff are considerate and inclusive in their practice. For example, equipment is positioned thoughtfully to promote all children to be able to join in activities and play with their friends.
- Children understand the daily routines and staff's consistent behaviour expectations. Staff provide regular opportunities for children to talk about their feelings with their friends. Children learn to understand and respect their own feelings and those of others. Staff praise children in a meaningful manner. They use a variety of ways to help children feel proud of their attempts and achievements. For example, staff discuss with children about their aspirations and display them on the wall. Children are emotionally secure and settled.
- The long-serving management team and staff are good role models. The

management team mentors staff effectively with a focus on improving the quality of teaching and outcomes for children. Staff have regular supervision meetings to support their professional development. They comment that they feel supported by the management team.

- Staff provide children with opportunities to explore different materials. For example, children excitedly cover tea lights with play dough and pretend they can no longer find them. However, at times, not enough opportunities are available to support children who speak English as an additional language.
- Children behave well, overall. They know what to do and remember how they are expected to behave. For example, children line up and wait patiently to wash and dry their hands before eating. They hug their friends when they are feeling unsettled. However, children's independence is not consistently supported, for example during their mealtimes.
- Children have regular opportunities to play outdoors and engage in physical and creative activities. They enjoy playing tennis and explore a range of different textures and colours. For instance, they use water paints to make marks on paper.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a very clear understanding of their responsibilities in the area of child protection. All staff are aware of the procedures to follow should there be any concerns regarding a child's welfare. They have knowledge of the signs and symptoms of abuse and an understanding of wider safeguarding issues. Staff know the procedures to follow if they have a concern about a child in their care. They have robust recruitment procedures. Risk assessments are completed for all areas of the setting daily. Effective staff deployment means that all children are well supervised and cared for.

What does the setting need to do to improve?

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

- support children who speak English as an additional language further
- enhance opportunities for children to develop their independence, for example during mealtimes.

Setting details

Unique reference number	EY476212
Local authority	Tower Hamlets
Inspection number	10138232
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	26
Name of registered person	Tower Hamlets Opportunity Playgroup Committee
Registered person unique reference number	RP904090
Telephone number	02079875167
Date of previous inspection	9 June 2016

Information about this early years setting

Tower Hamlets Opportunity Group registered in 2007. It is located in a children's centre in Limehouse, in the London Borough of Tower Hamlets. The setting operates during term time from 9am to 2pm, Monday to Wednesday, and from 9am to midday, Thursday and Friday. It provides early funded education for children aged two, three and four years. The setting employs nine members of staff and an administrator. The majority of staff hold appropriate early years qualifications at level 3.

Information about this inspection

Inspector

Pauline Valentine-Coker

Inspection activities

- The inspector carried out a learning walk with the nominated person and discussed how the curriculum is delivered.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation of an activity with the nominated person.
- A meeting was held with the nominated person, and the inspector looked at relevant documentation and evidence of the suitability of staff working at the setting.
- The inspector spoke to parents, staff and children, and took account of their views.

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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