

# Inspection of S Pinter Youth Project

153 Stamford Hill, London N16 5LG

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Inspection date:

3 August 2022

**The quality and  
standards of early  
years provision**

**This  
inspection**

**Met**

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Previous  
inspection

Good

## What is it like to attend this early years setting?

### This provision meets requirements

Leaders strive to create high-quality experiences for children, which they may not be able to access outside of the club. For example, they organise a visit from a petting zoo. Children see and touch farm animals they may only know from pictures and books. Leaders talk about how they support children who may have fewer advantages than others. The focus of the club is inclusion and friendship. Staff are particularly skilled at supporting children with special educational needs and/or disabilities. Children settle quickly when they arrive at the club and form strong bonds with staff, and each other. Leaders create an atmosphere which is kind, warm and caring.

Staff understand how to keep children safe. They encourage children to think about what they need to do to stay well. For example, children understand they need to drink water on a warm day. They decorate hats to take with them on trips and outings to local parks and green spaces. Children enjoy a range of physical activities. They use bikes and scooters, run and dance. Children are happy and demonstrate they feel secure and looked after by staff. For instance, they turn to staff if they need help or comfort.

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

- On the first day of the club, leaders organise activities to support children in working together and promote team work. Children all work together to create a piece of music. They learn a club song, which children sing spontaneously during the day. Children laugh as they do the actions to go with it. Older children help and support younger ones. They learn social skills, which they will carry forward into their future lives.
- Leaders monitor and observe staff as they work. They provide staff with training and guidance when they join the club. Staff and leaders hold regular meetings and supervision sessions. However, leaders acknowledge staff could receive even more training to enhance their knowledge and confidence further.
- Children proudly show their art work and what they have made during creative activities. They gain a sense of achievement and pride. Staff record what children do at the club, for example, by taking photos. These are displayed and children stop and excitedly talk about them and what they have been doing. Staff support children's emotional well-being. For instance, when they praise children they make it clear what they have done well.
- Leaders work closely with the school where the club is based. They communicate effectively with the headteacher and share concerns, or information, if needed. Staff build on what children learn at school. For example, children practise using scissors, peel stickers and strengthen their fingers. They

are supported in building on skills they will need in their future learning.

- The key-person system has been enhanced. Staff have a small group of children who they are responsible for. They monitor and supervise this small group, helping children to settle quickly when they start at the club.
- Leaders constantly reflect on the service they provide. They seek the views of staff, parents and children and use these to develop ideas for resources and activities. Leaders monitor the feedback they receive to enhance the club.
- Partnerships with parents are strong. Parents praise the club and say they receive regular communication from staff. They highlight how excited their children are about attending the club. Children and families receive a booklet about the activities and themes before the club starts. Parents say they are able to prepare and know what their children will be doing each day. Parents appreciate the club. They feel their children are well supervised and safe.
- Staff have high expectations for children and their behaviour. Children are respectful and understand how to share and take turns. They are patient with each other. There is a calm atmosphere in the club. Staff are good role models for children. They work together during activities to develop ideas and enhance children's enjoyment even further.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff complete relevant safeguarding training. They can recognise the signs and symptoms which may cause them concern about the welfare of a child in their care. Staff are clear on the procedures to follow if they have concerns about the conduct of colleagues or leaders. Leaders have rigorous recruitment procedures in place. Checks are carried out to ensure that all staff are suitable to work with, or around, children. Staff carry out checks to ensure the premises are safe. They remove any hazards they identify. Leaders ensure staff check the identity of visitors to the premises.

## Setting details

<b>Unique reference number</b>	EY299461
<b>Local authority</b>	Hackney
<b>Inspection number</b>	10219716
<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>	Out-of-school day care
<b>Age range of children at time of inspection</b>	5 to 12
<b>Total number of places</b>	150
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	S Pinter Youth Project Committee
<b>Registered person unique reference number</b>	RP525231
<b>Telephone number</b>	020 8800 8612 ext 5
<b>Date of previous inspection</b>	12 August 2016

## Information about this early years setting

S Pinter Youth Project registered in 2004. The club operates from the YHS School in Stamford Hill, in the London Borough of Hackney. The club opens between 10am and 3.30pm, Monday to Friday, during school holidays only. There are 37 qualified members of staff working with the children, with support from volunteers. Currently, one member of staff holds qualified teacher status, two staff hold early years qualifications at level 4, 12 hold early years qualifications at level 3, nine hold early years qualifications at level 2, and 13 staff hold other teaching qualifications.

## Information about this inspection

**Inspector**  
Ceri Callf

## Inspection activities

- This was the first routine inspection leaders have received since the COVID-19 pandemic began. Leaders discussed the impact of the pandemic, and the inspector has taken this into account in their evaluation of the provision.
- Leaders showed the inspector around the areas of the school which the club uses, and discussed the resources and activities they provide.
- The inspector spoke to children, staff and parents at different points in the inspection.
- Leaders discussed how they reflect on the service they provide for children and parents. They talked about how they plan further improvements.
- The inspector looked at relevant documentation, including checks leaders carry out to ensure that staff are suitable to work with children.
- The inspector observed activities and the impact these had on children's experiences at the club.

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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