

# Inspection of Hackney Holiday Scheme

Benthal Primary School, Benthal Road, London N16 7AU

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Inspection date:

19 December 2022

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

**This  
inspection**

**Met**

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Previous  
inspection

Not applicable

## Summary of key findings

### This provision meets requirements

- The manager fully explains how he ensures children's ongoing safety. Staff complete regular safeguarding training. They understand the steps they must take if they are concerned that a child may be at risk from harm, including when whistle-blowing. Key staff have completed designated safeguarding lead training. Daily risk assessments make sure the building is safe and free from potential hazards.
- The manager describes how all staff complete a comprehensive induction before the setting opens for children. This allows staff to become familiar with the setting's policies and procedures and to understand how the provision is organised. A detailed staff handbook is also provided for each member of staff, ensuring there is a consistent approach to children's care.
- The manager highlights the importance of making sure young children feel safe and secure at the setting. A key person is allocated to each child when they start. They are responsible for helping the child settle in and managing their daily play and care experiences. The key person is the main point of contact for parents, updating them daily on the activities children have enjoyed and any specific issues.
- The manager describes how children have lots of opportunities to develop their social skills. Staff organise them into two age-related groups, allowing younger children to play with their peers while also boosting their confidence. They can choose to play with older children if they want to. This helps to develop younger children's personal and social skills even further.
- The main focus of the provision is to cater for and develop children's interests. The manager discusses how children help to plan the provision and the daily activities that are set up. Children highlight the visits they would like to go on and the resources they would like to play with. When organising daily activities and events, staff always take account of children's suggestions.
- The manager emphasises the setting's positive approach to behaviour. Staff share the rules and behaviour expectations with children when they first start. They use regular praise and encouragement to reinforce good behaviour. Children who have difficulties are supported by staff, who explain why their behaviour is inappropriate and what they need to do to improve.
- The manager and staff work closely with external agencies involved in children's care. They gather as much information as they can from schools, other professionals and children's parents to make sure they are fully able to support children's individual needs.
- The manager regularly seeks feedback from staff, parents and children. He uses the outcomes to develop provision, putting plans in place to address any issues. The manager implements targeted training to improve staff's knowledge and skills over time.
- The manager stresses the importance of building strong relationships with parents. He makes sure they are updated on any changes to provision and regularly shares information about the activities the children have been involved

in. Staff make themselves available to parents to share information about their children and to answer day-to-day queries.

There were no children in the early years age range present when this inspection took place. The findings in this report are based on evidence gathered from discussions with those who care for the children and an inspection of the premises, equipment and relevant documentation. Where there are no early years children present, no judgement is made on the quality of the early years provision as there is no reliable evidence on which to assess its impact on children. The report states whether the provider continues to meet the requirements of registration.

## Setting details

<b>Unique reference number</b>	2599504
<b>Local authority</b>	Hackney
<b>Inspection number</b>	10251529
<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 at time of inspection</b>	0 to 0
<b>Total number of places</b>	50
<b>Number of children on roll</b>	0
<b>Name of registered person</b>	London Borough of Hackney
<b>Registered person unique reference number</b>	RP531769
<b>Telephone number</b>	020 8820 7517
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Hackney Holiday Scheme registered in 2020. The scheme operates from Benthall Primary School in the London Borough of Hackney. The scheme runs for two weeks during the Easter holiday and four weeks during the summer holiday. It is open from 8.45am to 5.45pm, Monday to Friday. There are up to 12 childcare staff who hold appropriate early years qualifications.

## Information about this inspection

### Inspector

Paul Church

### Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- A leadership discussion took place between the manager and the inspector. They discussed how the provision is organised, the aims and rationale and the steps the manager takes to ensure the safety of the children who attend.
- The inspector considered relevant documentation and reviewed evidence of the suitability of staff.

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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