

Inspection of Tracks Autism

Tracks House, Boulton Road, Stevenage, Hertfordshire SG1 4QX

Inspection date: 18 January 2023

Overall effectiveness	Inadequate
------------------------------	-------------------

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is inadequate

The provider has not notified Ofsted of changes to a trustee in order to ensure that suitability checks are completed in a timely manner. Nevertheless, children make good progress in their learning and development. Children explore an interesting range of cause-and-effect resources in the sensory room. They show curiosity as they press buttons to make the lights go on and off.

Children receive encouragement to communicate, using a variety of methods such as visual aids, signing and vocalising. Staff use the method of communication that suits the children's individual needs and development. They use a large visual timetable, which enables all children to be aware of what will happen next.

Children take part in group activities, supported by all staff. They watch as the principal uses light-up and musical items to gain their attention. She changes the tone of her voice, showing excitement and facial expressions to capture children's attention and engage them. Children access a large garden area that has been specifically designed to meet their needs. They explore resources that encourage large-physical play. Children take turns to sit in the 'eggcup' spinner and wait with anticipation as staff say, 'Ready, steady'. They join in, saying, 'Go'. Children receive praise and are rewarded with a spin around on the eggcup.

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

- The provider has failed to notify Ofsted of changes to a trustee over a period of time. This means that suitability checks have not been completed by Ofsted, to ensure that every individual is suitable for their role.
- Staff are well supported by the principal, with regular supervision meetings and appraisals. This allows them to discuss their key children's needs and next steps in learning. The well-being of staff is regularly monitored. They are able to speak to the principal or centre coordinator if they have any worries or concerns, both personally and professionally. Staff are able to self-reflect on what they are providing for the children and how their own personal development is progressing.
- At the heart of the principal's curriculum is communication. She is passionate about providing children with the means, a reason and opportunities to communicate. Staff skilfully encourage children's eye contact. They make very good use of every opportunity to explore language, to support children's developing communication skills. As a result, children make the best possible progress.
- Skilled staff redirect children's play when needed. For example, when children become repetitive in their play, staff use their knowledge of the child to move them forward. Children receive clear, short instructions, supported by the use of

visual cues.

- Staff encourage children to make choices. For example, at snack time, children are provided with snacks in clear plastic containers so they can see the food. They make their selection known to staff through eye gaze, pointing, or making some vocalisations. This enables children to make decisions about the food they would like to eat.
- Staff support the parents very well, from the initial contact the parent makes, through to their children leaving the setting. Parents praise the dedication of staff and how well they know their children. They are very pleased at the progress their children make in short periods of time.
- The principal liaises very closely with parents and other professionals to ensure that each child receives the support they need. Additionally, the provider employs two speech therapists and an occupational therapist to work with the children who attend. This enables a targeted approach, and staff have clear next steps to move the children forward in their development.
- Staff know the children very well. They make sure that after the teaching sessions, children have lots of opportunities to play outdoors, where they climb, run, jump and spin in preparation for the next activity. Children are then ready to move on with their learning.

Safeguarding

The arrangements for safeguarding are not effective.

The provider has not informed Ofsted of a trustee so that relevant checks can be completed to assess their suitability. This means that children's welfare is compromised. However, staff understand the importance of safeguarding the children in their care. They complete specialist safeguarding training to support children with special educational needs and/or disabilities, who are all pre-verbal. Staff know the importance of acting swiftly to protect children, and they are familiar with the procedures to follow. Robust recruitment and vetting arrangements help to ensure that staff working with children are suitable for their role. Staff recognise the importance of 'Prevent' duty and their role in accordance to this.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
--	-----------------

<p>improve knowledge and understanding of the notification requirement to ensure that Ofsted is informed of any changes to the trustees so that suitability checks can be carried out promptly.</p>	<p>15/02/2023</p>
---	-------------------

Setting details

Unique reference number	EY485394
Local authority	Hertfordshire
Inspection number	10265163
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 5
Total number of places	10
Number of children on roll	31
Name of registered person	Tracks (Autism)
Registered person unique reference number	RP900876
Telephone number	0300 123 1913
Date of previous inspection	25 May 2017

Information about this early years setting

Tracks Autism registered in 2015. The setting employs 10 members of staff. Of these, eight hold appropriate early years qualifications, one at level 4, five at level 3 and two with qualified teacher status. The setting opens from Monday to Thursday, 47 weeks of the year. Sessions are from 9.30am until midday on Monday, 9.30am until 2.30pm on Tuesday. On Wednesday and Thursday, sessions are from 9.30am until midday and 1pm until 4pm. The setting supports children with autism spectrum disorder.

Information about this inspection

Inspector

Denise Clayton

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.
- The principal joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Staff spoke to the inspector during the inspection.
- The inspector spoke with the principal and a trustee about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023