

# Inspection of Headstart Education Centre

56-62 Church Road, LONDON E12 6AF

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Inspection date: 20 February 2024

<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 enjoy attending this setting. They are confident to explore all areas of learning while they are there, and relationships between children and staff are warm and caring. For example, children spontaneously decide to pick up musical instruments and hand staff a tambourine so they can play tunes together. After a while, a member of staff engages the children in a game where they tell them to stop and they have to quickly stop playing before starting again. Children giggle as they try to judge when they will need to stop before the staff member tells them.

Leaders work with the staff to plan a curriculum which supports all children, including children with special educational needs and/or disabilities (SEND) to be ready for the next stage in their education. They plan activities to support children's development and interests, which means that the children are motivated to learn. Children behave well and staff set clear expectations and praise children when they notice they are being kind towards their friends or sharing resources. This meaningful praise helps children to develop a sense of pride in themselves and, as a result, has a positive impact on other children's behaviour.

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

- Children love to explore and develop their creativity skills. They decorate flowers and spend time making sure their picture looks how they want it to. Staff notice when children might need help to complete a task and offer support to help, guiding them how to hold a pair of scissors so they can cut effectively. Children begin to see themselves as writers and enjoy practising writing the letters they know. They proudly share their finished pictures to their parents when they collect them.
- Staff get down to the children's level when they speak with them and let children take the lead in play. They listen attentively when children are talking and sensitively model the correct language when children mispronounce words. This supports children's communication and language development. Staff have systems in place to minimise children getting restless while waiting to go outside. They start to sing action rhymes with the children at the door as they are waiting for others to get their coats on. Children are excited to join in and they try to get ready quickly.
- Children enjoy spending time in the outside area at different times during the day. They ride bicycles and take turns to use a see-saw or sit quietly in the outdoor classroom with a book. A group of children decide to pretend the equipment is a boat and jump out into the water. Staff take the opportunity to talk to children about risks and how to make sure they are safe when they land.
- Children are generally encouraged to try things for themselves and to persevere when they find something tricky. However, at snack time, staff hand out pre-

prepared sandwiches to children and pour their drinks for them. When children ask for a different sandwich filling, staff tell them they can have this another day. This arrangement does not support children to make choices or to further develop their independence skills by preparing and serving their own snacks.

- When children are feeling unsettled, staff are responsive. They give children time and space to express how they are feeling and offer distraction and cuddles where needed. This supports children's emotional well-being and helps them to develop skills to self-regulate. Younger children have a quiet space where staff sit with them for sleep times, so they are not disturbed by their older friends.
- Staff work in partnership with parents to help them to support their children's learning at home. Parents say that communication from staff is clear and their children enjoy coming. Leaders work with staff from the local authority, who support with training and ideas to further support all children, including children with SEND. Staff appreciate the support and training they receive from leaders in the setting.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

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

- review arrangements for snack time to allow children to make choices and further develop their independence skills.

## Setting details

<b>Unique reference number</b>	EY366020
<b>Local authority</b>	Newham
<b>Inspection number</b>	10333231
<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>	1 to 4
<b>Total number of places</b>	128
<b>Number of children on roll</b>	82
<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>	7 October 2019

## Information about this early years setting

Headstart Education Centre registered in 2008. The setting is open Monday to Thursday, from 8.45am to 3pm during term time only. There are 23 members of childcare staff. Of these, 19 staff hold appropriate early years qualifications. The setting is in receipt of funding to provide early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Kathryn Irvine

## 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 nominated individual and the interim manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the interactions between staff and children.
- The interim manager and the inspector carried out a joint observation of a communication and language activity.
- Parents shared their views of the setting with the inspector.
- The nominated individual showed the inspector documentation to demonstrate 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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