

# The Children's Centre at Tyssen

Oldhill Street, Hackney, London, N16 6QA

## Inspection date

Previous inspection date

20/10/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend

2

The contribution of the early years provision to the well-being of children

1

The effectiveness of the leadership and management of the early years provision

2

## The quality and standards of the early years provision

### This provision is good

- Staff provide stimulating indoor and outdoor play environments, with a variety of interesting activities, which encourage children to become confident and active learners.
- Children especially enjoy the freedom to take part in physical activity outdoors. They have fun and acquire new skills as they make use of the different types of equipment.
- Children quickly gain the self-confidence to make their own choices of activities. They learn to behave responsibly and to respect others.
- Staff have excellent systems in place to promote children's health and safety. As a result, children demonstrate a strong sense of well-being.
- Staff have well-established links with the children's centre and with other early years professionals. This enables staff to provide good support and guidance for both parents and children.

### It is not yet outstanding because

- Staff in the pre-school and toddler rooms do not always make the most of opportunities at group times, to provide varied and imaginative experiences that further extend children's learning.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed children taking part in a variety of indoor and outdoor activities.
- The inspector talked with staff, the manager and the school's headteacher.
- The inspector took part in a joint observation with a senior member of staff.
- The inspector sampled the provision's documentation, in particular documents relating to children's progress and safeguarding.

## Inspector

Jill Nugent

## Full report

### Information about the setting

The daycare provision at the children's centre at Tyssen registered in 2007. It is based in Tyssen Community School, which is situated in Stamford Hill, in the London Borough of Hackney. The provision is open every weekday from 8am until 6pm for 48 weeks of the year. Children have the use of three indoor playrooms and a secure outdoor area. There are currently 58 children in the early years age group on roll. The day care provision is in receipt of funding for free early education to children aged two-, three-, and four years old. The provision supports children with special educational needs and/or disabilities and those who are learning English as an additional language. A team of 19 members of staff work in the daycare provision, of which, two members of staff have achieved Early Years Professional Status and one has Qualified Teacher Status. The daycare provision is managed by the children's centre manager.

### What the setting needs to do to improve further

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

- provide more varied and imaginative learning experiences at group times, for both toddlers and pre-school children, to further extend their learning.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Staff actively engage with children during their free play and provide good support through their interaction. Staff in the baby room are particularly effective in promoting learning through play. They set out a variety of interesting resources, both indoors and outdoors, which catches the attention of babies and encourages them to explore further. They interact sensitively with babies, helping them to use their different senses to learn. For example, babies enjoy listening to adults reading books to them and delight in learning new rhymes and songs. They are keen to participate in hands-on play, such as investigating sand or glue and pasta. They show much interest in finding out how toys work. As a result, babies quickly become active learners, with an open attitude to new experiences.

Staff in the pre-school and toddler rooms provide a variety of activities that encourage children to move around both rooms and the outdoor area, following up on their own interests. Staff engage children in conversation and help them to use language in different ways by introducing new words and modelling sentences. Staff extend children's learning by encouraging them to solve problems or develop new skills. For example, staff helped children learn to play musical instruments and fit blocks to construct models. However, staff do not always make the most of opportunities at adult-led group times, to further

extend children in their learning. For example, by using their knowledge of how children learn to plan more varied and imaginative learning experiences.

Staff provide a wide range of resources that encourage children to develop new physical skills. Babies are encouraged to move in order to access the interesting resources on offer. For example, babies put much effort into reaching the sand pit and then clambered into it to get to the sand. Pre-school children and toddlers move around the outdoor area with much enthusiasm. For example, they find their way up steps, down a slide or around poles and along a line of blocks. Staff are knowledgeable about children's individual learning needs. They are efficient in their use of computer tablets to make quick spontaneous observations during the day and assess children's learning. At present, staff are implementing a new system for setting targets to help move children on more effectively during their free play. Staff ensure that pre-school children are well supported in the development of skills for their future learning, particularly in the key areas of language, literacy and mathematics.

### **The contribution of the early years provision to the well-being of children**

Staff are exemplary in promoting children's well-being and this is a key strength of the provision. For example, babies show that they feel emotionally secure. They develop close relationships with staff and are very content. They quickly gain self-confidence and are happy to move away from adults to explore and then return for reassurance. They benefit from being able to use the outdoor area at all times, as this is especially cosy and inviting, despite being open to the weather. Older children play very happily and keep themselves busy throughout the day, exploring in the different play areas. For example, children excitedly bang large drums to make different sounds. They become absorbed in imaginative play or gather in groups to hear an adult share a story book. The children demonstrate that they feel safe. They have high levels of personal independence but also show confidence in approaching staff for assistance. They are encouraged by staff to assess risks for themselves, when playing on the outdoor equipment, and consequently, learn to keep themselves and others safe.

Staff are very effective in managing children's behaviour and this results in older children being fully aware of the need to take turns and to share fairly. For example, children happily lined up behind each other to push toy trucks along a line of wooden blocks, waiting their turn patiently. Children respond positively to staff helping them to negotiate or seek out alternative resources if a dispute occurs. Children happily assist with tidying up and follow instructions carefully. In this way, they learn to make a positive contribution to the group.

Staff make excellent use of lunch times to help children develop good social skills and learn about healthy eating. Lunches are provided by the school catering team, who maintain a very high standard of nutrition and health. Babies learn to be independent eaters and are encouraged to try different foods. Staff make sure that their lunchtimes remain calm and that babies have plenty of time to eat. Pre-school children and toddlers eat in the school dining room. This helps them to prepare for school lunchtimes and

teaches them to make choices from the different foods on offer. Staff enthusiastically give children extra salad and fresh fruit during lunch time to further encourage healthy eating.

Staff have introduced an excellent system of progress checks for two-year-old children, known as 27-month reviews. They liaise with health workers to include an assessment of children's health on their written reviews, as well as their stages of development in the three prime areas of learning. Staff liaise with parents and other professionals, if necessary; in order to set targets for children and to make sure these are followed up effectively. All the information acquired is set out neatly on a single report template so that it is clear for everyone involved. These integrated checks contribute effectively to children's high levels of well-being and contentment.

### **The effectiveness of the leadership and management of the early years provision**

The centre manager is new to her role and works closely with the room leaders to promote a cohesive and consistent approach across the play areas. She liaises closely with the school's headteacher to provide continuity of care and learning for children moving into school. She is knowledgeable about the strengths of the daycare provision and has noted aspects that require further improvement. In particular, she is fully involved in the development of the educational programme and has taken the lead in implementing a new system of observational assessment. She supports staff in their professional development by encouraging them to attend training courses. For example, staff are at present taking turns to attend extra training on the developmental needs of two-year-old children. The manager works alongside senior staff to monitor teaching and learning. Staff now observe each other's teaching and this has led to an improvement in their interaction with children. In addition, staff monitor children's use of each play area and this has resulted in a more enabling environment, where children can more easily make connections in their play.

There are exemplary procedures in place to ensure the safeguarding of all children. The management at the children's centre ensure that all staff undergo checks regarding their suitability. The school's site supervisor carries out regular detailed risk assessments and is able to respond immediately to any safety concerns. Staff are well trained in safeguarding issues and know what to do if they have any concerns relating to child protection. They are also aware of safety issues relating to the use of computers including portable tablet devices. They liaise closely with professionals in the children's centre when dealing with child protection issues. All staff are qualified first aiders and have good access at all times to first-aid equipment. Staff make good use of whiteboards in each room to note any particular care needs of individual children, for instance, when children require medication. In this way, they promote children's continuing health and safety effectively.

Staff record children's progress on tracker sheets, and also on the computer, so that any particular needs can be easily seen and additional support provided when necessary. Staff are particularly effective in supporting children with special educational needs and/or disabilities. They have close links with other professional and work together to create very clear individual plans, which ensure that children's care and developmental needs are met

appropriately. Staff encourage all parents to become involved in their children's learning. The centre provides useful written information about different aspects of the provision and this helps parents when settling children in or transferring between rooms. Staff ask parents to contribute their observations to children's learning folders to help them plan more effectively for children's learning. Staff also encourage parents to join in special activities, for example, celebrations and festivals. Parents appreciate the support and regular feedback they receive concerning their children's development.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY339433
<b>Local authority</b>	Hackney
<b>Inspection number</b>	828347
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	52
<b>Number of children on roll</b>	58
<b>Name of provider</b>	Tyssen Community Primary School Governing Body
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	0208 806 4130

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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