

# Cass Child & Family Centre

St. James's Passage, Dukes Place, London EC3A 5DE



<b>Inspection date</b>	1 July 2019
Previous inspection date	27 July 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Children progress well in a stimulating and resourceful environment as they move between rooms, benefiting from contact with younger and older children where they are encouraged to explore the activities at their own pace.
- Supervision of staff and consistent evaluation of the service mean children are very well settled and become confident as they progress towards the early learning goals.
- Children behave very well at the centre due to a high priority given to inclusion and a gentle and attentive approach staff give to the young children in their care. This means children feel safe and secure.
- Partnerships with parents are strong. Parents speak highly about the centre, are encouraged to be involved and share information about their child's learning and care, and this supports children's ongoing success in the early years foundation stage.
- Staff support children with special educational needs and/or disabilities (SEND) well and give priority to local families, including a high percentage who have English as an additional language.
- Some staff have less confidence when modelling high-quality language with the children.
- Staff knowledge of the characteristics of learning does not always reach far enough in driving improvement.

## What the setting needs to do to improve further

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

- continue to support staff consistency and confidence in modelling high-quality language
- develop staff understanding of the characteristics of effective learning to drive further improvements in teaching.

### Inspection activities

- The inspector observed the staff and children playing and interacting and spoke to them at appropriate times during the inspection
- The inspector completed a joint observation with one of the managers.
- The inspector spoke to parents who were available on the day of the inspection and took note of parents' views.
- The inspector had a discussion with the manager and headteacher and looked at some relevant documentation.

#### Inspector

Alison Romanczuk

## Inspection findings

### Effectiveness of leadership and management is good

Children's progress at the centre benefits greatly from the very strong links with John Cass school which oversees policies and procedures, shares some parts of the premises and gently transitions children into their next stage of learning. Particularly strong use of peer-to-peer working and good sharing of information with outside agencies supports positive outcomes for children. The designated safeguarding lead is well trained and staff are confident in their roles and responsibilities to keep children safe. Robust recruitment procedures are used effectively to ensure all staff are suitable to care for children. Managers observe staff regularly to identify and strengthen any gaps in teaching skills. A full and comprehensive training schedule is in place to support staff professional development and managers recognise the need to ensure staff confidence in talking to children is consistent to further improve children's outcomes.

### Quality of teaching, learning and assessment is good

Staff know the children well. They make regular observations and assessments of what children know and can do. They use children's starting points well as a guide to plan for their progress in learning. Young children attending this centre particularly enjoy and benefit from activities to support their physical development, for example in baby gym sessions, where children learn to coordinate their bodies and gain an awareness of the space around them. They explore hands-on creative and sensory activities, for example, when outside in the garden which is full of lavender and bamboo. They eagerly mix cornflour with water to create 'slime', mix paints for painting activities on the easel, and splash and pour in the water tray. Children show interest and curiosity as they mix sand with water to make shapes and feel textures with their bare feet. Children, including those who have English as an additional language, learn to communicate well with staff gentle encouragement and nurturing attitude to their learning.

### Personal development, behaviour and welfare are good

Children behave very well at the centre and show good levels of social interaction with other children attending. Staff give high priority to providing an inclusive environment, which means relationships are strong. Effective partnerships with parents and the gentle, supportive approach by staff to children are evident in children's attitudes to each other and their sense of belonging at the centre. They demonstrate care and respect for each other, such as kindly helping to serve each other food at lunch. The organisation of the rooms means older children are encouraged to care for younger babies, and younger children benefit from observing the older children's role modelling. Children follow good hygiene routines and show high levels of independence in their self-care skills.

### Outcomes for children are good

All children, including those who speak English as an additional language and children with SEND, make good progress from their different starting points. Children are active learners and explore the environment at their own pace, following their own interests inside and outdoors. They gain the skills needed for their next stages in learning and transition to school. All children develop good independence skills and show a particular respect for others around them.

## Setting details

<b>Unique reference number</b>	EY288677
<b>Local authority</b>	City of London
<b>Inspection number</b>	10073413
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 3
<b>Total number of places</b>	76
<b>Number of children on roll</b>	13
<b>Name of registered person</b>	Sir John Cass's Foundation Primary School Governing Body
<b>Registered person unique reference number</b>	RP524671
<b>Date of previous inspection</b>	27 July 2016
<b>Telephone number</b>	020 7626 6315

Cass Child & Family Centre registered in 2004 and is situated in Aldgate, in the City of London. It is open from 7.45am to 6pm for 48 weeks of the year. The centre receives funding for two- to three-year-old children. Four staff and one manager, who are all qualified in early years level 3 or above, work with the children.

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