

Inspection of SPRING CHISENHALE

Chisenhale Primary School, Chisenhale Road, LONDON E3 5QY

Inspection date:

8 August 2025

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

**This
inspection**

Met

Previous
inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Children are full of enthusiasm and curiosity throughout their day at the holiday club. This is a direct result of the welcoming, well-organised environment that dedicated, committed and passionate leaders and staff create. The club has a warm and inclusive atmosphere. This helps children to feel safe, valued and confident to express themselves. The club's distinct character is shaped by its imaginative and experience-rich programme. Staff carefully plan activities to reflect children's interests and developmental needs. They employ a thematic approach, which changes each week. Staff plan activities, such as potion making, sensory exploration and themed role play, to ignite children's curiosity and encourage their creative thinking. Staff adapt opportunities so that all children can take part fully and meaningfully.

Staff support children's emotional well-being well. They model empathy, help children to talk about their feelings and use gentle reminders to reinforce their expectations. This supports children to develop respectful relationships and regulate their emotions. Children are confident to explore, investigate and work with others. Staff plan hands-on tasks, such as constructing towers from spaghetti or creating models of aliens, that build children's communication and problem-solving skills. Leaders and staff set high expectations for children's participation and conduct. This results in children being engaged, motivated and thriving in a calm and purposeful environment.

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

- Staff promote children's independence exceptionally well. They actively encourage children to take responsibility for daily routines, including registration, tidying up and preparing for lunch. From an early age, staff support children to manage their own water bottles and wash their hands independently. These consistent practices help children to build confidence, develop self-care skills and foster a strong sense of personal responsibility.
- Staff feel valued and well supported by leaders. They describe them as approachable and highly committed to staff's professional development. Multiple training opportunities ensure that staff are well equipped to meet the needs of all children. Leaders respond to staff's feedback and use it to drive improvements. For example, they have adapted registration procedures and provided targeted and one-to-one training where they have identified gaps in staff's knowledge.
- Children with special educational needs and/or disabilities receive exceptional support. Leaders gather detailed medical and educational information before children start. They personalise care plans and risk assessments for children,

and staff receive targeted training as needed. This inclusive approach ensures that all children access the provision safely and confidently.

- Leaders and staff create a welcoming environment where children feel happy, calm and engaged. Staff carefully observe children's interests and provide a rich variety of experiences, including science experiments, art projects, building tasks and imaginative role play. This thoughtful planning ensures that children enjoy purposeful play opportunities.
- The club promotes diversity and inclusion well. Staff value children's languages and cultural backgrounds, actively encouraging families to share their traditions. They provide artwork and discussions to reflect the diverse community. This fosters children's pride in their identity and reinforces mutual respect and understanding.
- Leaders and staff use a secure communication system to share updates and photos with parents and carers. This helps to keep families informed about their children's activities and progress. Key-person groups support early years children, fostering strong relationships and personalised care.
- Staff use daily routines, such as morning briefings and clear role responsibilities, to promote strong staff collaboration and consistency. These structures help to maintain high standards across the club. Leaders ensure that children are well cared for and supported by familiar and well-prepared staff.
- Staff skilfully support children to develop small-muscle control in their hands, such as by modelling with play dough and using scissors. This careful support boosts children's confidence and complements other tasks requiring dexterity in school.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	2728060
Local authority	Tower Hamlets
Inspection number	10394426
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children at time of inspection	3 to 13
Total number of places	70
Number of children on roll	100
Name of registered person	Springasc Limited
Registered person unique reference number	RP552402
Telephone number	07764801827
Date of previous inspection	Not applicable

Information about this early years setting

SPRING CHISENHALE registered in 2023 and is located in Bow, within the London Borough of Tower Hamlets. The club operates during school holidays, excluding the May half term and Christmas break. It runs Monday to Friday, from 8.30am to 5.30pm. The staff team consists of 13 members, 11 of whom hold qualifications ranging from level 2 to level 7. This includes five staff members who hold qualified teacher status and one leader who holds the National Professional Qualification for Headship (NPQH).

Information about this inspection

Inspector

Honufa Begum

Inspection activities

- Managers showed the inspector around the club. They discussed how they keep children safe and plan activities for children.
- Parents, staff and children shared their views of the club with the inspector.
- Managers showed the inspector relevant documentation.
- The inspector observed the interactions between staff and children during the inspection.
- Managers engaged in a meeting with the inspector to discuss the leadership and management of the club.

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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