

Inspection of Springasc Mile End

Bonner Mile End Primary School, 2c, Ropery Street, London E3 4QE

Inspection date:

14 May 2024

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

**This
inspection**

Met

Previous
inspection

Outstanding

What is it like to attend this early years setting?

This provision meets requirements

Children thoroughly enjoy their time at the club. They look forward to attending and feel extremely valued, particularly as staff consider children's interests when planning activities. Children enjoy playing and relaxing with their friends in the welcoming indoor area. Children benefit from having access to a wide range of resources, such as art and craft resources, that they can use during the free-flow session. Children have ample opportunities to practise developing their strength and coordination skills in the large outdoor spaces, where they run around and play different games with the friendly staff. Covered outdoor areas allow staff to teach children in small groups, such as doing planting activities.

Staff are kind and caring. Children show that they feel safe and valued as their self-esteem grows. Staff provide opportunities for children to chat with their friends and new adults. Children confidently talk about their time at the club as well as their experiences in school. They proudly discuss the models they build using different construction resources. For example, they say, 'I made a heart, inspired by 'inspirational teachers' week that we celebrated at school'. Routines and staff's high expectations of children's behaviour and independence are thoroughly understood and followed by children. This ensures that children are always exceptionally well behaved.

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

- Staff provide opportunities that incorporate children's interests to ensure that they are highly engaged in large-group activities. Children successfully work in partnership with their peers. They take turns and share ideas to complete the planned tasks. This helps to develop children's self-confidence, social interaction, communication, and language skills further.
- Staff plan opportunities for older children to work in groups independently. For example, children play games, such as completing an obstacle course within a set time frame, and show delight in counting down from 10. Children encourage and champion each other. They support their peers to feel valued and encouraged when completing the obstacle course. Older children also include younger children in their play. They are kind, gentle and caring towards their younger peers and help them to complete the obstacle course. This enables children to build relationships and develop their independence skills further.
- Children understand the high expectations that staff have of them and demonstrate a positive and mature attitude towards their play. They treat the resources with care. Staff join in with children's play and happily follow their requests. For example, children demonstrate excitement and joy as the staff lay on the ground and allow them to use chalk to draw around them. This helps

children to feel valued.

- Staff introduce children to a wide array of vocabulary and teach children the meaning of new words. They encourage children, following their planting activity, to give a verbal recount of the activity. Staff then allow children who have completed their planting activity to take the lead and help their peers who are yet to complete this task. This enables children to develop their vocabulary, communication, language and independence skills extremely well.
- The providers maintain an ambitious vision for the club. They continually reflect on the provision to improve the service that they offer. Staff supervisions are effective and enable leaders to identify training needs and set individual targets, thereby improving outcomes for children. Safeguarding procedures are rigorously monitored by the provider, who carries out stringent training and checks to ensure that children are safeguarded from risks exceptionally well. Staff are complimentary of the provider and the leadership team and express that they feel well supported and valued.
- Staff ensure that parents are well informed about their children's time at the club. They provide opportunities for parents to give feedback in order to further the club's development. Parents praise the staff for supporting their children to develop their reading skills through daily reading sessions.
- The provider is passionate about the care and support available for children with special educational needs and/or disabilities (SEND). She communicates with the staff at the school that children with SEND attend to ensure that staff in the club employ strategies that are consistent with their school. This supports children with SEND to have their individual needs met well.

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	EY552403
Local authority	Tower Hamlets
Inspection number	10339279
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	4 to 11
Total number of places	50
Number of children on roll	240
Name of registered person	Springasc Limited
Registered person unique reference number	RP552402
Telephone number	07764801827
Date of previous inspection	9 July 2018

Information about this early years setting

Springasc Mile End registered in 2017. The setting operates within the site of Bonner Mile End Primary School, in the London Borough of Tower Hamlets. The setting provides after-school care for children attending this school. The setting operates from 3.15pm until 5.30pm, Monday to Friday, during term time only. The setting also provides holiday clubs for nine weeks of the year. The holiday clubs operate during the summer and Easter holidays and the February and October half terms only. The setting currently employs 11 members of staff. Of these, six members of staff hold an early years qualification at level 3 and two members of staff hold qualified teacher status. In addition, the provider holds qualified teacher status and has completed the National Professional Qualification for Headship.

Information about this inspection

Inspector

Honufa Begum

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector talked to staff and children at appropriate times during the inspection and took account of their views.
- Parents shared their views of the setting with the inspector.
- The inspector observed the interactions between staff and children as they engaged together in activities.
- The inspector held a leadership and management meeting with the provider and viewed documentation during the inspection, such as the setting's policies and procedures.

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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