

Hillingdon Autistic Care and Support

Inspection report for early years provision

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Inspector Victoria Vasiliadis

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Hillingdon Autistic Care and Support (HACS) Playshceme and Saturday Club re-registered in 2010 due to moving to new premises. The provision is run by a registered charity managed by a Board of Trustees. It operates from Dudley Place in Hayes in the London Borough of Hillingdon. The group is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register.

The setting is open to children diagnosed with Autistic Spectrum Disorder, whose parents or carers are members of HACS. Children attend from the local and wider area. A maximum of 30 children may attend the Playshceme and Saturday Club at any one time, of whom 15 may be in the early years age range. There are currently 10 children on roll within the early years age range. The setting is open from 9.30am to 3.00pm and they operate during most of Hillingdon's school holidays. Children have access to a secure enclosed outdoor play area.

A team of 43 staff are employed to work with the children of all ages, with over half of the staff holding appropriate early years or play worker qualifications, including those working with the children in the early years age range.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The children are settled, happy and content within the warm and welcoming environment. Overall, they are provided with a range of learning opportunities and experiences which complement their development in relation to the Early Years Foundation Stage. The systems for self-evaluation are ongoing and the setting continues to work on areas for development to improve outcomes for children. Extremely effective systems are in place to promote partnership working, this ensures that the children's welfare and learning needs are well met and consistency of care promoted.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- further enhance the systems for self-evaluation to extend effective practice and improve outcomes for every child
- value what children can do and children's own ideas rather than expecting them to reproduce someone else's work or ideas.

The effectiveness of leadership and management of the early years provision

Children's safety is given top priority. Staff have a comprehensive understanding of safeguarding issues. For example, they are very clear of the possible indicators of abuse and the vulnerability of some of the children they care for, who are non-verbal. The management team are very clear of their roles and responsibilities in relation to child protection and there is a designated person in place to deal with safeguarding issues. Extensive risk assessments are in place for outings and for the premises and written records maintained. Risk assessments are routinely reviewed and action taken to manage or eliminate risks, this ensures that children's safety is prioritised. The very high ratio of staff to children ensures that the children are safe and well supported. Children are safeguarded by extensive recruitment and vetting procedures. For example, all new staff are subject to an induction process which includes ensuring that they are fully aware of the settings policies and procedures in relation to child protection and safeguarding. In addition, staff are not permitted to have unsupervised access to the children when checks are still pending. All records required for the safe and efficient management of the setting are in place to ensure all children's needs are met. Subsequently children's safety and welfare is very well promoted.

The setting is highly committed to working in partnership with others involved in the care and education of the children. They take a lead role in establishing effective working relationships and they have developed well-established channels of communication between the local schools and other professionals. For example, in order to meet the individual needs of the children, they have sought Individual Educational Plans, reports from Speech and Language Therapists and Educational Psychologists. Consequently, children receive all the support that they need to ensure their welfare, care and development is fully supported.

The management team are passionate and committed to developing their service. They recognise the importance of ongoing professional development and staff are encouraged to attend regular training courses. In addition, they are supported in developing their professional qualifications. As a result, staff develop their skills and knowledge which impacts positively on their ability to improve outcomes for children. Self-evaluation processes continue to develop and emerge and the setting has identified some areas that they would like to develop in order to benefit the children. For example, they have secured funding to develop their outdoor area. The views of parents and carers have been sought via parental questionnaires and parents and carers are able to make positive contributions to how they would like the service to be improved. As a result of the findings from the parent questionnaires, the setting developed informative booklets for the parents with their policies and procedures.

There are excellent systems in place to develop effective partnership working with parents and carers. Parents are actively encouraged to be involved in the setting and well-organised systems are in place to share information with those involved in the care of the child. The setting organises monthly support meetings for parents and carers, where there maybe guest speakers to talk about music and sensory

issues, speech and language or behaviour management strategies. There are also informal meetings where parents can seek advice from Family Support Workers or borrow books and resources from the library. The setting also sends out regular newsletters to parents as a means of keeping them informed of events and workshops that are being organised about Asperger's Syndrome and Autism. In addition, staff talk to the parents and carers on a daily basis. At the end of the scheme parents are provided with photos of what the children did, these can then be used as an aid for parents to talk to their children about their experiences. A detailed parent brochure is in place which includes details of their mission statement, their vision, information about the staff, and the types of activities that are offered to the children. In addition there is an informative website available which parents and carers can freely access. Parents are encouraged to share information about their child and extremely detailed forms are in place which hold information about the children's health, dietary requirements, cultural and religious observations, languages spoken, social development and Special Educational Needs. This enables the setting to effectively identify the children's interests and starting points, which they can then plan for. Discussions with parents reveal that they are extremely happy with the service that is offered and that the children thoroughly enjoy attending the setting.

Children's creative work, general information, posters and items of interest are attractively displayed, providing a welcoming environment for children and parents. Space and furniture are well organised for children to play and move around safely. There is a sensory area where children can spend time relaxing. Children have access to a range of good quality toys and equipment that are fit for purpose, and which supports their development. Staff are fully aware of the children's home backgrounds, additional needs and home languages. This ensures that the children's individual needs are well met.

The quality and standards of the early years provision and outcomes for children

Children are cared for in a warm and welcoming environment where their learning and development is supported and complemented. The setting has effective systems in place to identify children's starting points, as a result, they know the children well and plan activities and group times based on the children's individual needs and abilities. The children are offered a balance of child and adult initiated play. However, there are times when staff are overly directive during creative activities. The routine is structured to meet the needs of the children, and the visual pictorial timetable supports the children's understanding of the organisation of the day and what they can expect to happen next.

Each child is allocated a key person which contributes to making them feel secure and confident within the setting. Children display a sense of belonging and all appear settled and happy. Positive strategies are used to manage the children's behaviour and staff are consistent in their approach. The children are beginning to understand boundaries and expectations. For example, one child noticed that another child had put the drum on his head and then proceeded to tell him not to

do this. The setting has an effective behaviour management statement in place. In extreme circumstances, to protect the child, and others, physical intervention may be used, but staff are trained in safe holding techniques. Children routinely receive certificates which acknowledge their efforts or positive behaviour, which increases their self-esteem and confidence.

Children have opportunities to learn about their own and others cultures as the setting acknowledges a selection of festivals, such as Christmas, Diwali and Chinese New Year. The children's independence skills are supported as they are encouraged to pour their own drinks at snack time and to hang their coats on pegs upon arrival. Staff use Makaton signs, symbols and speech to communicate with the children. Non-verbal children are encouraged to use their voices. For example, during a music session children are encouraged to use their voices to make soft and loud noises.

The children are supported in developing an understanding of how to keep safe as staff are consistent in their approach, particularly when handling issues of behaviour and the consequences of their actions on their safety. For example, children are reminded not to climb on furniture and to use the equipment safely. Regular fire drills also support the children's understanding of what to do in the event of an emergency situation.

Children are learning about the importance of following routines that support their understanding of self-care. For example, pictures in the bathroom demonstrate how hand washing should take place. The children's dietary requirements are supported as practitioners are aware of any allergies or religious observances that must be respected. Children are provided with healthy snacks which consist of fresh fruit and water. In addition, the setting works with the parents to ensure that they provide healthy lunches for their children. Children's physical skills are developing as they routinely access the outdoor area where they can round around freely.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met