

Tracks Autism

Tracks House, Boulton Road, Stevenage, Hertfordshire, SG1 4QX



Inspection date	25 May 2017
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- High-quality teaching supports children exceptionally well. Each key person has a highly detailed insight into the learning needs of their key children and tailors teaching precisely to promote optimal individual achievement.
- Children have excellent opportunities to develop their communication skills. Staff use varied ways to help children express their ideas, thoughts and feelings successfully.
- Partnerships with parents are superb. Parents report high levels of satisfaction with the service and support provided by the staff team. They particularly praise the excellent relationships between staff and children, and the effectiveness of the teaching in helping their children to make the best possible progress.
- The outdoor provision is extremely well thought out. Staff offer children an equally rich learning environment outside. They understand how to use children's senses to help them develop valuable skills.
- Staff work extremely hard to continually improve the provision for children. They are very reflective and consistently evaluate their work, in order to identify aspects that can be improved.
- Exceptional team working across the setting has a significant positive impact on the quality of the provision for children. The staff working with the children benefit from the support of the centre manager and the experienced board of trustees.

What the setting needs to do to improve further

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

- extend the already very effective partnerships with other professionals and organisations to further enhance and streamline the support for families.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the setting principal.
- The inspector looked at documentation, including a sample of children's progress records, planning and self-evaluation. She checked the qualifications and suitability of adults.
- The inspector spoke to children, staff and trustees at appropriate times during the inspection.
- The inspector took account of the views of parents spoken to at the inspection and from the letters and questionnaires made available.

Inspector

Alison Reeves

Inspection findings

Effectiveness of the leadership and management is outstanding

The experienced and well-qualified team provides exceptional care and learning for children. Meticulous organisation ensures the smooth day-to-day running of the setting. This ensures that those working with the children focus on teaching. The arrangements for safeguarding are effective. Everyone involved in the setting undergoes training on child protection. They know the possible signs of abuse and the action required to protect children. Staff benefit significantly from regular and robust supervision meetings. They are extremely well supported and have a wealth of opportunities to develop their knowledge, skills and qualifications. The manager closely monitors children's progress. Staff have built highly successful relationships with other professionals. They recognise the potential to strengthen and expand these, in order to provide streamlined provision for parents.

Quality of teaching, learning and assessment is outstanding

Children have exceptional learning opportunities. Each key person meticulously plans for children's specific individual needs. Children benefit from a well-balanced programme of child-led learning through play and tailored adult-directed experiences. Children thoroughly enjoy washing the dolls. They organise the things they need and seek out support when they need to get more bubbles and water. Children show their imagination as they build islands from sand. Staff help them to explore mathematical concepts as they compare the size of their constructions. Staff support children to make connections between their play and their own experience of the world. In the sensory room children explore, lights sounds and textures.

Personal development, behaviour and welfare are outstanding

Staff are excellent role models for behaviour. They give children very clear messages about how to behave and provide high-level support to help children manage their feelings and behaviours. Relationships between staff and children are very strong. Children have excellent opportunities to make their own decisions. Staff help children to build their physical skills. They include specifically tailored active experiences daily. This helps children to build their confidence, strength and body awareness. Children have plenty of time learning in the fresh air and exploring the world using their senses.

Outcomes for children are outstanding

All children have special educational needs and/or disabilities and some speak English as an additional language. From their individual starting points, children make exceptional progress. The oldest children demonstrate their excellent concentration skills during focused, small-group activities. They learn to take turns and to use their communication strategies effectively. Children show they can be responsible and independent. They are extremely well prepared for the next stage in their learning, such as school.

Setting details

Unique reference number	EY485394
Local authority	Hertfordshire
Inspection number	1002885
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 5
Total number of places	10
Number of children on roll	23
Name of registered person	Tracks (Autism)
Registered person unique reference number	RP900876
Date of previous inspection	Not applicable
Telephone number	07955918248

Tracks Autism registered in 2015. The setting employs 10 members of childcare staff and has six regular volunteers. Of these, 13 hold appropriate early years qualifications at level 3 or above, including three with higher level, relevant degrees, four with a qualification at level 6 and two with early years professional status or qualified teacher status. The provision opens on Monday to Friday, all year round. Sessions are from 12.30pm until 4pm on Monday, 9.15am until 1.45pm on Tuesday and Wednesday, 9am until 12.30pm and 1pm to 4.30pm on Thursday, and 9.15am until 12.45pm on Friday. The setting supports children who have special educational needs and/or disabilities and who speak English as an additional language.

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