

# Shantona Women's Creche and Playscheme

Inspection report for early years provision

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<b>Unique Reference Number</b>	501917
<b>Inspection date</b>	02 August 2007
<b>Inspector</b>	Thecla Grant
<b>Setting Address</b>	Bangladeshi Community Centre, Roundhay Road, Leeds, LS8 5AN
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<b>Registered person</b>	Shantona Women's Creche and Playscheme
<b>Type of inspection</b>	Childcare
<b>Type of care</b>	Out of School care, Crèche

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

### WHAT SORT OF SETTING IS IT?

Shantona Crèche and Play scheme is run by the Bangladeshi Community Centre. It opened in 1998 and operates from the ground floor of an annex, on the grounds of the Bangladeshi community centre. It is situated in the Harehills area of Leeds. A maximum of 20 children may attend the Crèche and Play Scheme at any one time. The crèche is open each week day from 09.30 until 12.30 then from 13.00 until 16.00, for 52 weeks of the year. The play scheme is open each week day from 10.00 until 12.00 then from 13.00 until 15.00, for one week during the Easter holidays and two weeks during the Summer holidays.

There are currently 23 children aged from five to under eight years on roll. Children come from the local and surroundings areas. The play scheme currently supports a number of children who speak English as an additional language.

The play scheme employs six members of staff. Of these, six hold appropriate early years qualifications.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

The children's health is effectively promoted because staff strive to follow appropriate health and hygiene guidelines. Steps have been taken to ensure the premises are clean and staff have appropriate first aid training. Children have a good understanding of health and hygiene practices. For example, they discuss that germs will enter their bodies if they do not wash their hands before they eat.

Children have their health and dietary needs effectively met because staff work successfully with parents to ensure all children's details are correct. The staff who prepare the snacks have a food hygiene certificate. Children learn about foods that are good for them through the snacks provided and activities. For example, children go shopping with the staff to buy fruit.

Children also have a good understanding of healthy eating and discuss food that is good for them to eat. Drinks are readily available for the children, however, they do not access drinks independently.

The area for children to rest is not easily accessible. Children have opportunities through the day for physical exercise and enjoy the music and movement activity before lunchtime.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children are suitably cared for in a warm and welcoming environment. Pictures of children's art work is attractively displayed on the walls of the play room. The main entrance is secure so children cannot get out without being supervised. A signing in book is available for visitors and the register is taken daily. However, the times of children's arrival and departure are not recorded. Children access toys independently first thing in the morning from low standing cupboards and plastic boxes. Toys and equipment are interesting, stimulating and provide sufficient challenge. As a result, children play happily with what is available.

Appropriate arrangements are in place to meet safety regulations, such as risk assessments for toys and the environment. The fire drill is practised on the first week of the play scheme and the practise is recorded. Older children have a good understanding of the fire procedures, however, younger children do not. Children appropriately learn to keep themselves safe and avoid accidental injury, they understand the rules of the out of school club. For example, to hold hands on outings and to clear away the toys on the floor when they have finished playing. Children understand road safety and discuss how and where to cross the road safely.

Children are protected because staff have a full understanding of their role in child protection and are able to put appropriate procedures into practice when necessary.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

The children confidently make decisions about their play when they first arrive. For example, a small group of children access the mark making table. Children are then given choices from two structured activities. A group of children choose face painting, whilst another group of

children choose to make jewellery. The children enjoy their choices. The boys eagerly choose the preferred pattern for their faces, whilst the girls show off their necklaces and bangles.

Children evaluate the activities they have done for the day with the staff. They are asked what they would like to do again. The staff then include the children's ideas into the planning. Children enjoy a good range of structured activities. For example, photography, designing a fan and photo frames. They also access sports activities in the hall. The children have a good relationship with the staff and each other. However, opportunities for them to develop their play independently is limited.

### **Helping children make a positive contribution**

The provision is good.

The staff are committed to working in partnership with the parents. They request information so they can successfully care for their children's individual needs. Parents receive information about the provision in dual languages, because most parents speak English as an additional language. These include policies and procedures of the setting and consent forms. Parents receive a written and pictorial programme of activities. Therefore, they know what their children will take part in during the play scheme.

The play scheme has an inclusion policy to ensure all children are included in the life of the setting. Systems are in place for when children are identified with learning difficulties. For example, individual care plans are in place for when children with learning difficulties are identified. Most staff have attended training in inclusion and the manager has attended a special training course to including children in play. This training was cascaded amongst the staff. There are no children on roll with learning difficulties or disabilities.

Children understand responsible behaviour and have contributed to devising the behaviour management policy. The policy is displayed in the play room to remind the children of their agreement. A policy for managing children's behaviour is also available and read by the staff. Children are kept occupied by the staff during the day and are well behaved.

Children work harmoniously with each other and have a good level of engagement. For example, when children first arrive they choose what they would like to play with. Some children work together to complete a 100 piece interlocking jigsaw puzzle.

Children benefit from activities and resources which help them to value diversity. For example, children attend an international day and posters displayed on the wall reflect the culture and race of the local community. Dolls of different ethnic origins and disabilities are creatively displayed.

### **Organisation**

The organisation is good.

Recruitment and vetting procedures ensure children are well protected and cared for by staff with knowledge and understanding of child development. As a result, adults have a clear sense of purpose and a commitment to continual improvement. All staff are vetted.

The staff make good use of space and other resources so that children are well cared for and supported during their time at the play scheme. The adult: child ratio effectively supports children's care, learning and play, and all documentation is in place. Policies and procedures

work in practice to promote children's health, safety, enjoyment, achievement and ability to make a positive contribution.

Overall, the provision meets the needs of the range of the children for whom it provides.

### **Improvements since the last inspection**

At the last inspection the provider was asked to address issues relating to safety. The provider has implemented a signing in book and the main gate has been fixed. As a result, steps taken have improved outcomes for children and the organisation of the provision.

### **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- make sure fire drills are conducted on more than one occasion during the summer play scheme and the registration system shows the hours of children's arrival and departure
- provide more opportunities for children to make choices and develop their play independently
- make sure children can easily access a quiet area if they want to rest.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)