

# Shadwell Childcare

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY344534
<b>Inspection date</b>	18 July 2007
<b>Inspector</b>	Katy Elizabeth Wynn
<b>Setting Address</b>	Shadwell Primary School, Main Street, Shadwell, LEEDS, LS17 8JF
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<b>Registered person</b>	Shadwell Childcare Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Sessional care, Out of School care

## 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 AND NURSERY EDUCATION

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.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Shadwell Childcare Ltd registered in 2006 and operates from a large room in Shadwell Primary School situated in the Shadwell area of Leeds. A maximum of 26 children may attend the pre-school and out of school club at any one time. The breakfast club is open from 08.00 until 09.00, the pre-school opens from 09.00 until 15.30 and the after school club opens from 15.30 until 18.00. The pre-school is open term time only. The out of school club provision is open all year round. During holiday times the out of school opens from 09.00 until 17.00.

There are currently 60 children on roll in pre-school aged from two years to under five years; of these, 49 receive funding for early education. There are 41 children from three years to eight years attending the out of school provision. The provision takes children from the local and surrounding areas.

The organisation employs 12 members of staff. Of these ten hold appropriate early years qualifications.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children's health is promoted extremely well. They are nourished with an excellent variety of healthy snacks and meals. They eat snacks of fruit, for example, oranges, banana and cucumber which are prepared by the children and served at the table so staff can discuss healthy eating with them. Children sometimes experience new tastes such as noodles and prawn crackers. Children with special dietary requirements have their needs met appropriately because the parents provide the setting with detailed information. Children help themselves to water from a jug. Staff ensure they drink sufficient amounts to keep them healthy, particularly after playing actively outside.

The group takes positive steps to prevent the spread of infection. Staff use anti-bacterial spray to clean table tops. Children have easy access to the toilets and willingly take responsibility for meeting their own personal care needs. They confidently use the toilet and they thoroughly wash their hands afterwards and before eating snacks, which helps to prevent the spread of infection and illnesses. Older children have a clear understanding of why they follow these hygiene procedures, for example, one child told me she washes her hands to stop the germs making her ill. The premises and equipment are clean and the effective rota system for cleaning toys and equipment ensures toys remain in good condition. Children's health details and medical requirements are clearly recorded to maintain their good health. Staff follow effective systems which enable children who are unwell to be cared for appropriately. All staff have current first aid knowledge to ensure children's well-being in the event of an accident.

Children have a positive attitude to exercise and enjoy going outside. They are able to make the most of the outside as the setting operates free flow to enable children to choose from activities inside and out. Children demonstrate good control, coordination and spatial awareness when practising their sports day, avoiding each other and obstacles well. They move their bodies when going from one room to the other, bending down to access areas of the home corner and crawling to push their cars up the ramp. They use malleable materials such as play dough with and without tools and are developing competent manipulative skills by using scissors to cut paper. Children are able to fulfil their own needs with regard to rest and relaxation and use comfortable soft cushions as they wish throughout the session.

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

The provision is good.

Children benefit greatly from being cared for in premises that are safe, secure and suitable to meet their needs. They are helped to feel comfortable and at ease by seeing colourful displays of their work on the walls. Staff make creative use of the space available by dividing the indoor and outdoor into areas of learning. There is an extensive area for role play that is changed regularly to represent experiences, for example, a hospital, dentist and café.

Children have access to a wide range of developmentally appropriate resources. These are stored in low units and trays which encourage self selection. For example, children help themselves to resources to extend their water play. Children use suitably sized tables and chairs which enable them to sit comfortably to undertake activities and eat together.

Children are kept safe because staff use detailed risk assessments and daily checklists for indoors and outside. This procedure reduces potential hazards and minimises risks. Procedures for fire safety are simple and clear and staff have a good understanding of their responsibilities and roles in the event of a fire. Fire drills are practised regularly to keep children safe. Children are well protected because the staff have a sound working knowledge of their child protection policy. They would be able to put appropriate procedures into practice if they suspect that a child is being abused or neglected. The setting has a Child Protection coordinator who has recently up dated her training in safe guarding children; this ensures she is fully informed and therefore children are cared for effectively.

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

The provision is good.

Children's welfare is promoted successfully because they undertake a wide range of activities and play opportunities that develop their emotional, social and intellectual capabilities. For example, puzzles, drawing, cars and ramps, construction and play dough. They have good opportunities to play freely and participate in role play. All children enjoy and share stories, songs and rhymes and during the out of school club and play scheme the children play a big part in planning their weekly activities. The staff meet children's needs through sensitive and appropriate interactions. They talk and listen to the children and maintain good eye contact. They position themselves at the child's level to support them with their activities, for example, assist them when they are at the computer and at the table to help them with their drawing and gluing activities. Staff use the 'Birth to three matters' framework to plan activities and although focused activities are evaluated the evaluation is basic and does not suggest how activities will be developed for next time or for individual children.

### **Nursery Education**

The quality of teaching and learning is good. The staff have a very good knowledge of the early learning goals. They give sufficient time and opportunities for speaking, listening and reading. They use language and questioning effectively to further children's thinking. Staff make good use of resources and accommodation with spontaneous access to the outside area to enable the children to practise their sports day. The planning clearly shows the purpose of the focused activities and themes and includes how activities can be adapted to provide learning opportunities for all children so more-able children are challenged. The planning includes the 'Birth to three matters' framework and the stepping stones for the Foundation Stage to ensure a broad and purposeful curriculum is always delivered. Observations are made of the children and photographs are taken to record their achievements. These are used to guide planning so they build on what children already know and their interests. Children's starting points are observed and recorded and finally a summary report is given to the reception class teacher which develops excellent links with the school and develops good communication.

Children show a willingness to solve their own problems. They use trial and error to make the computer program work and they move puzzle pieces around until they fit. Children are confident to play freely and make decisions for themselves. They choose when to play outside and when to have their snack. They have on going opportunities to talk about their home and families, for example, when discussing their birthday celebrations. Children are forming good relationships and interact positively with each other. They chat to each other about what they are making from the construction and giggle together when putting on the clip clop shoes in the role play area. Children interact readily with others and are confident to initiate conversations. They use language well during their imaginative play, for example, they say 'Can you help me?' when

struggling to carry the doll's car seat. Children recognise their names on the cards at question time and put their name on a peg for their belongings. However, throughout the session there are limited opportunities for more-able children to practise developing their writing skills and develop an understanding that print carries meaning. The children enjoy drawing and give meanings to their marks, for example, a house. Children who are more able draw detailed faces with arms and legs.

Children undertake a wide variety of enjoyable, practical activities to promote their mathematical development. They count up and back during number rhymes. Children count independently, for example, they count up to 10 when building the blocks. They have regular opportunities for sorting and matching. Staff encourage the use of mathematical language, for example, shapes discussed during lunch time. Children are learning how to make sense of their world and acquiring skills, knowledge and understanding that will help with their later work in history, geography, science and technology. They observe some change over time through cooking activities, growing plants and through watching the frog spawn develop. They experience cutting using scissors with their craft activities and knives at snack time. They competently use the computer teaching each other control of the mouse. They see photographs which remind them of past events, for example, festivals they have celebrated. Children create their own small world environments using blocks, animals and play people. Children learn through using their senses, for example, smelling the baking as it is cooking in the oven. They use their imagination very well, for example, learning home care skills in the home corner.

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

The provision is good.

Children have good self-esteem and confidence because the staff give them continuous praise, for example, for washing their hands and for their good drawings. The group liaises very well with parents to ensure that children's records contain sufficient information to enable appropriate care to be given, for example, their health needs. Children with additional needs would be warmly welcomed into the setting and given support to promote their welfare and development. Children are helped to develop a positive attitude to others by using play equipment which reflects positive images of race and culture and by celebrating festivals. The spiritual, moral, social and cultural development of children is fostered. They have some planned opportunities to learn about themselves and the local community, for example, visitors such as Doctors, Dentists and Police come into the setting to talk to them about their work. They are learning right from wrong and take turns, for example, to use the computer and wait for their turn during the lotto game. Staff give appropriate explanations to children and intervene to make sure they are being kind to each other during their active play. Children's behaviour is exemplary as clear boundaries have been established, which are consistently applied by staff, so children know what is expected of them.

Children's well-being is promoted because of the sound relationships which have developed between staff and their parents. There is a useful exchange of information at the beginning of each session, for example, collection arrangements to keep children safe. There are informative notices by the entrance into the play room which give parents details of the activities and themes undertaken. The group offers flexible settling-in arrangements for new children. Parents are given the opportunity to visit the group to discuss the admission of their child with the staff before they start. Parents have detailed information about the procedures for making complaints and the process for resolving them. Regular newsletters are used to pass on information to parents about new committee members, activities and events.

The partnership with parents and carers of funded children is good. Parents receive detailed information about the setting when they first join. They gain further information about the early learning goals through visiting the setting, displays of children's work and from reading the setting's policies and prospectus. They state there is excellent verbal communication daily with staff. They are well informed about their child's progress and have opportunities to be involved in child's learning through suggestions from staff of how to continue learning at home.

## **Organisation**

The organisation is good.

The excellent organisation of the setting ensures that children are cared for by staff who are suitable to meet their needs. Outstanding team work and effective deployment ensures staff are able to work together to promote children's welfare and learning. All parent helpers undertake induction training to ensure they are aware of their duties and responsibilities. Appraisals are regularly undertaken for all staff to make sure they are given opportunities to improve their skills and identify their training and development needs. There is an effective key worker system in place to help children to settle in and ensure continuity of care. Good use is made of resources and the children are grouped appropriately for the focused activity they are involved in. The setting's policies and procedures protect children and are implemented effectively to promote all outcomes. An effective registration system is used to record children's attendance to keep children safe.

The leadership and management is good. The manager and committee chair are very committed to making the setting the best it can be for all children and their families. They are aware of their roles and responsibilities. The staff meet frequently to plan and regular committee meetings are held. The setting monitor and evaluate the provision through sending regular questionnaires to parents. Staff use this to identify areas for improvement to ensure that all children achieve their full potential. Overall children's needs are met.

## **Improvements since the last inspection**

Not applicable as this is the first inspection since registering.

## **Complaints since the last inspection**

Since registration 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 AND NURSERY EDUCATION**

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.

The quality and standards of the nursery education are good.

## 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):

- improve planning systems to evaluate activities more effectively.

### **The quality and standards of the nursery education**

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

- plan more opportunities for children to practise writing for a purpose.

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)