

Shadwell Childcare

Inspection report for early years provision

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Inspector

Michele Crichton

Setting address

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Type of setting

Childcare on non-domestic premises

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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).

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.

Description of the setting

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. During holiday times the out of school opens from 09.00 until 17.00. There are currently 58 children on roll in the pre-school aged from two years to under five years, of these, 51 receive funding for early education. There are 38 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, 10 hold appropriate early years qualifications. The setting is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The setting is highly effective in meeting the different needs of children in the Early Years Foundation Stage. Diligent attention to planning and evaluation from experienced, caring staff means that all children make good progress. Learning and development in the outdoor area does not always match the good provision found inside the setting. Partnership with parents and other agencies is very effective and contributes well to children's progress. Management has a clear sense of direction and shows a good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- extend the learning opportunities in the outdoor provision

The leadership and management of the early years provision

The setting is very well organised and managed, providing an extremely safe and enjoyable place for children. Risk assessments, health and safety measures and safeguarding actions for all children are robustly in place. Clear policies and procedures, known to all staff, are regularly reviewed and updated. Recruitment and vetting procedures of all adults are diligent. Staff have a wide range of experience and expertise. They have regular training updates and many are pursuing additional qualifications to ensure they constantly meet the needs of the children in their care. Many safety procedures are in place which are rigorously monitored. For example, before and after school clubs have additional fire drills to that of the pre-school provision. Both recommendations from the previous inspection have been securely met. The process of self-evaluation is embedding

and developing further. The manager is reflective about practice, has a clear understanding of what needs to be done and is ambitious to make the provision even better. There is good capacity for further improvement.

The setting is highly inclusive and successfully meets the needs of all children. Observations and monitoring of children's progress is regular, extensive and precise and reflects the staff's good knowledge of the Early Years Foundation Stage. Assessments from this are used effectively to provide next steps in learning. This enables children to make good progress and achieve well. Staff have a good knowledge of individual children and are sensitive to ensuring tailored provision which is appropriate to the needs of the child and their family. Staff have a good rapport with parents. When asked about the setting a typical comment made was, 'The staff here are second to none'. The chair of the parents committee is present regularly, giving good oversight and support. There are strong and productive links with outside agencies to provide additional support when it is needed and also with the school over the sharing of topics and transition arrangements.

The quality and standards of the early years provision

All children, regardless of their needs, enjoy, have fun and achieve well in this warm, nurturing and highly inclusive setting. This is because activities are well planned, progress is accurately recorded and the next stage in children's learning and development is carefully thought through. The key people system is used effectively and all staff know all the children very well. Staff have implemented the Early Years Foundation Stage well and learners' profiles demonstrate vividly the good progress that all children make. The morning session is short. This mostly gives children time to have a healthy breakfast and good opportunities to interact and talk together. Both before and after school there is a range of well planned activities for all age groups to engage in. All children are settled and benefit from the warm, supportive learning environment that is provided. A good standard of hygiene is maintained by ensuring all surfaces are regularly cleaned with anti-bacterial spray. Children wash their hands before eating and after messy play. If someone forgets, other children remind them before the staff have the chance to speak.

Staff make much use of the compact space outdoors but the range of learning opportunities provided does not match the good provision made inside. Behaviour is good. Children are helped to achieve skills for later life by the many opportunities to develop independence. They make choices, take turns and are polite, considerate and accepting of each other. Learning develops from children's own interests and there is a good balance of child initiated learning and those which are more adult led. For example, children, enthralled by the snow falling, are provided with good learning opportunities by creative staff with a good sense of flair and imagination. Hence a switch from a sand pit to a snow pit is made. In place of using water to mix with the powder paint, snow is used to provide first hand experiences of knowledge and understanding of the world. This extends children's language skills and enables them to create unusual pictures that they are anxious to take home. Themes used ensure all areas of learning take place which is fun and child centred. For example, through an Italian theme, children make

pizzas, research and find out about flags, listen to Pavarotti and count with dried pasta. There are good resources that celebrate the diversity of people and cultures. This helps children to develop an understanding of life in a multi-ethnic society.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

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.