

Shantona Early Years and Playscheme

Inspection report for early years provision

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Inspector Helen Blackburn

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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).

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

Shantona Women's Centre Early Years and Playscheme opened in 1998 and is managed by Shantona Women's Centre Limited. It operates from rooms within the women's centre, which is situated in Harehills, a residential area of Leeds. There are schools, parks, shops and public transport links in the local area. Children have access to a fully enclosed outdoor area. The setting is open each weekday from 8am to 6pm, term time only for children in the early years age range. The setting also operates a holiday playscheme for children aged between four years and eight years. The playscheme is open each weekday from 10am to 4pm, during the Easter holidays and for the first two weeks of the summer holidays. The setting also offers a creche service, which operates at various times and days dependent on the needs of the centre and local community.

The setting is registered on the Early Years Register. A maximum of 22 children may attend the setting at any one time. There are currently 20 children in the early years age range on roll. The setting also offers care to children aged over five years and they are registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. They are currently minding 20 children in this age group. The setting supports a number of children with special educational needs and/or disabilities and children with English as an additional language.

There are 12 members of staff, all of whom hold early years qualifications to at least level 2.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Relationships with the children and parents are good. Practitioners provide a safe learning environment that appropriately promotes diversity, good behaviour and children's independence. The children are happy and settled and approach their play with enthusiasm. The setting maintains a good range of policies and procedures, which in the main promote the safe and efficient management of the setting. Arrangements for assessment, planning and observation support practitioners in helping children to make good progress in their learning. Practitioner's commitment towards promoting ongoing improvement is good and their self-evaluation generally supports them in achieving their goals.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- improve the risk assessment record to ensure it includes the date it was carried out, by whom, date of review and any action following a review (Documentation) 15/02/2011

- ensure information obtained from parents includes who has legal contact with the child and who has parental responsibility for the child (Safeguarding and promoting children's welfare).

15/02/2011

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

- develop self-evaluation and internal review processes so that clear, targeted and focused areas of improvement are identified
- regularly review the new approach to assessment, planning and observation to monitor their effectiveness.

The effectiveness of leadership and management of the early years provision

The arrangements for safeguarding and promoting children's welfare are good. Practitioners have accessed safeguarding training, therefore, they have a good understanding of their responsibilities in protecting children from harm. They have detailed safeguarding policies and procedures, which clearly outline how they monitor and report concerns. This ensures children's welfare is paramount. There are robust recruitment, vetting and induction procedures in place. This contributes to ensuring all adults working on the premises are suitable to work with children. In addition, practitioners ensure they supervise and keep a record of any visitors, which means they protect children from harm. Overall, the setting maintains a good range of documentation, policies and procedures. However, their risk assessment record does not include the date of review or action taken following a review and they do not routinely obtain information regarding who has parental responsibility for the child. These are breaches of specific legal requirements. However, irrespective of this missing data, practitioners provide a safe environment for children to play. For example, they carry out numerous safety checks and complete regular risk assessments of the equipment and premises. In addition, practitioners work well together, they supervise children at all times and they adhere to high adult to child ratios. This contributes to keeping children safe. Through good organisation of resources the children are able to make safe and independent choices in their play. Practitioners also make good use of the local community resources to extend children's learning. For instance, the setting has effective links with the local children's centre. They introduce any local initiatives they are working on, such as promoting good oral health.

The setting understands the importance of promoting ongoing improvement and their commitment towards this is good. The manager at the setting is very new in post and since starting she has identified and implemented a number of changes. For example, through reorganising the space and resources, children have free access to activities that promote their learning in all areas. In addition, the setting has recently extended their hours to provide full day care. This alongside appointing a new manager means that even though practitioners are full of ideas to improve the service, at present they are not utilising self-evaluation to set clear and focused targets for improvement. The setting's approach to self-evaluation is

inclusive, they involve practitioners, parents, children and other professional in the process. The setting has addressed all the recommendations made at the last inspection. This promotes positive outcomes for children. For example, by increasing the frequency of evacuation practices, children are learning about how to keep themselves safe. Practitioners access a good range of training courses and this demonstrates their commitment to promoting their ongoing professional development.

Partnerships with parents and others involved in children's learning are good. Practitioners meet children's individual needs because they regularly share and exchange information with parents. Policies, procedures, newsletters and notice boards provide parents with good quality information about the service children receive. Practitioners understand the importance of encouraging parents to be involved in their children's learning and progression. For example, they regularly discuss children's achievements and once the newly introduced children's progress records are established parents will have access to them. Practitioners work well with others involved in children's learning and care, such as nursery or external agencies. This means they are proactive in ensuring children receive the best learning opportunities to support their learning and offer additional support if needed.

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

Practitioners have good relationships with the children. They know them well and this means they effectively meet their individual needs. Practitioners are actively involved in children's play. This contributes to them supporting them in making good progress in their learning. Through observation, practitioners have a good understanding of children's abilities and they use this knowledge to plan for their next steps in learning. However, observation, planning and assessment arrangements have recently changed. Practitioners have not established any systems for regularly reviewing the effectiveness of these new arrangements. The children access a good range of activities across all areas, these incorporate children's individual likes and interests. This means children have an enthusiastic and positive approach to their learning. For example, children eagerly build and construct with different size tubes and boxes. They use their imagination well as they pretend to make tea in the home corner and they explore different textures and media with curiosity and enthusiasm. Through looking at books, fun rhymes, songs, role play and positive interactions with practitioners, children's communication and language skills are developing well, given their starting points.

Through everyday routines, children are developing a good understanding of the importance of effective personal hygiene practices. They are given nutritious snacks and meals which helps them to learn about making healthy choices. In addition, through promoting local health initiatives, such as good oral hygiene, the setting is promoting positive outcomes for children's health. The children are making progress in their physical development because they have good opportunities to be active and to exercise. For example, when playing outdoors children are encouraged to jump, balance and climb and babies and younger

children have the space and freedom to roll and crawl. In addition, activities, such as painting, cutting, mark making, mixing and pouring help the children to develop good coordination and dexterity skills. Practitioners have good relationships with the children and they meet their individual needs well. This means children feel safe and secure in their care which results in them being happy and settled. Through discussions and activities, the children are developing a good understanding of how to keep themselves and others safe. For example, they take part in regular evacuation practices and practitioners remind them of the dangers of climbing on chairs.

The children's behaviour is good. Practitioners provide consistent boundaries and positive role models for children. Through play and everyday routines, the children are learning about being kind, sharing, taking turns and manners. This supports children in developing a respect for others and helps them to form positive relationships with their peers. The children are confident and they have good self-esteem because practitioners praise and value their contributions. For example, their work is displayed around the setting, which provides children with a sense of belonging. Practitioners recognise and represent children's individual backgrounds, cultures and the local community through activities, resources and discussions. The setting recognises they are not fully representing the wider world and other communities and they are working on ways to develop this. For example, they have ordered new resources. This supports children in learning about all aspects of diversity and difference so that they have a respect for all people in 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

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	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

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	3
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