

# Shadwell Childcare

Shadwell Primary School, Main Street, Shadwell, LEEDS, LS17 8JF

## Inspection date

22/11/2012

Previous inspection date

11/02/2009

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

## The quality and standards of the early years provision

### This provision is good

- Skilful interaction by a dedicated, enthusiastic staff team, promote each child's learning and development very well through play, discussions and group activities.
- Partnerships with local schools are well established and close working relationships with other professionals means that children receive good, targeted support to meet their individual needs.
- Effective evaluation systems ensure that staff, parents, children and trustee board members engage well in continual, reflective practice. This successfully drives and secures improvement to the overall quality of the provision.

### It is not yet outstanding because

- Opportunities for older children to take responsibility for carrying out small tasks, such as serving themselves at mealtimes, have not yet been fully embraced. This misses opportunities for children to further develop their independence.
- Staff are not yet fully involving parents by sharing information on how they can continue their child's learning at home, in order to further enhance their development.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the main play room and the outside learning environment.
- The inspector had meetings with the manager and deputy manager of the provision and with trustee board members.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of practitioners working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector also took account of the views of parents spoken to on the day.

## Inspector

Linda Filewood

## Full Report

### Information about the setting

Shadwell Childcare is a registered charity and was registered in 2007. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from the main play room, school hall and the library in Shadwell Primary School situated in Shadwell, a suburb of Leeds. The children have access to two outdoor

play areas. The breakfast club is open from 8am until 9am, the pre-school operates from 9am until 3.30pm during term time only, and the after school club opens from 3.30pm until 6pm. During school holidays the out of school club opens from 8am until 6pm. Children attend for a variety of sessions. There are 109 children on roll, 95 of whom are under eight years, with 61 children in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children with special educational needs and/or disabilities. There are 13 members of staff working with the children, 11 of these hold appropriate qualifications and two members of staff are working towards achieving this. One member of staff has Qualified Teacher Status.

### **What the setting needs to do to improve further**

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

- extend ideas to help parents engage in their child's learning at home
- develop the educational programme for personal, social and emotional development to offer older children further opportunities to enjoy the responsibility of carrying out small tasks, especially at mealtimes.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Children benefit from an enthusiastic, motivated staff team who have a good knowledge of the Early Years Foundation Stage learning and development requirements. They understand how to purposefully engage children and support them well in making progress in all areas of learning. This significantly impacts on children's enjoyment, achievement and ability to make good use of each learning opportunity. Staff regularly observe children and communicate well with each other to support each child through the next stages of their development. Key persons track children's progress and regularly monitor their development against the expected development bands. Staff obtain good information from parents so that they are fully aware of each child's starting points. This allows them to plan effectively for each child's unique learning journey. They share information regularly with parents so that they are clearly aware of their child's progress but do not always fully support them with information about how to continue with their child's learning at home. Staff plan activities well for older children who attend the out of school provision. They are confident in discussing any concerns they might have with parents and school staff, with whom they share their observations. The good partnership

with the school and other settings children also attend, supports children during times of transitions and provides them with consistency in their care.

Opportunities for extending children's communication and language skills are good. Staff use effective questioning techniques during adult-led and child-initiated activities. Consequently, children are becoming confident and capable talkers. For example, staff encourage children during a painting activity to talk about the picture they are painting. They extend the conversation well when a child tells them it is a picture of their home and the child confidently describes their family and familiar home routines. Children who require extra help in developing their speech or where English is not their first language, receive good support. Staff work closely with parents to learn words in their home language or work closely with other professionals, such as speech and language therapists, to focus on consistent support.

All children benefit from opportunities to play outside on a daily basis. The newly designed, outside learning environment provides children with plenty of opportunities for fresh air, exercise and outdoor learning. This is especially important for those children who prefer outdoor play and staff ensure activities cover all areas of learning. For example, children develop their physical skills on a safe wooden climbing frame, learn to jump confidently and land safely and skilfully manoeuvre bikes around obstacles. Their imaginative skills are enhanced by using the play house and stage and there are plenty of opportunities to develop their mark making and number skills.

### **The contribution of the early years provision to the well-being of children**

A successful key person system ensures that activities available follow children's interests and individual needs well. All children show a good sense of belonging and settle quickly at the start of each session, including when they come in after school. There are good relationships evident with all staff, and children smile readily at them, particularly after receiving praise. Children are becoming independent in their self-care. The re-organisation of the cloakroom area, following comments from parents, allows young children more space to learn to put their own shoes and coats on. This helps children become more independent. Children help themselves to water from a water dispenser and healthy snacks are provided during the sessions. Balanced, nutritious lunch-time meals are provided from the school and children sit with staff to enjoy their food. However, meal times do not provide much opportunity for older children, in particular, to take responsibility for small tasks, such as setting the table or serving themselves. Staff serve out the meals on partitioned trays, which are then given to the children. Also, staff pour out the water from jugs into cups while children sit down, thus restricting the existing opportunity for independence. Good hygiene routines are in place throughout the nursery and parents comment positively on the cleanliness of the environment. Children are learning the importance of keeping themselves healthy and spontaneously cover their mouths when they cough. They are kept free from infection through the implementation of a sick child policy, which is shared with parents to effectively minimise the risk of cross infection from illness.

The setting is safe and secure and thorough risk assessments are carried out on any areas where staff identify a potential hazard to children. Improvements to security when children enter and leave the premises mean that children's safety is ensured and they cannot leave the premises unsupervised. Effective deployment of staff, space and resources ensures all areas are well supervised and allows children to move with freedom, safety and independence. Children's understanding of safety is further enhanced through age appropriate reminders by staff, especially at mealtimes. For instance, clear explanations help children understand what will happen if they do not sit properly on their chairs. Children's behaviour is good; they respond well to staff and play alongside each other harmoniously. There is an excellent range of resources, which contribute significantly to children's enjoyment. All equipment is safely accessed and well presented, encouraging children to make choices in their play. The setting supports the children well in developing their self-care skills, confidence and self-esteem and works well in partnership with other settings to foster smooth transitions.

### **The effectiveness of the leadership and management of the early years provision**

Staff have a secure knowledge of how to safeguard children and the procedures to follow if they have a concern about a child's welfare. Detailed policies and procedures support the smooth running of the setting. These include clear recruitment and vetting procedures to ensure that staff are suitable to work with children. Staff take part in a continuous programme of training and self-development, ensuring that children receive well targeted support and constant improvement in their care. The management team monitor staff performance formally through appraisals and supervision meetings and informally through observation of practice.

The management team, staff and the board of trustees are constantly striving to provide good childcare. They have a clear vision for the future, which steers the work of the setting and ensures a shared purpose. The effectiveness of the delivery of the educational programme is monitored carefully to identify areas for improvement through feedback from team meetings and the local authority. Staff are reflective practitioners and evaluate the activities they are offering, quickly adapting them to improve the learning opportunity for children. Strengths and weaknesses within the setting are accurately identified. Clear, realistic targets follow evaluation and staff assess the impact on the children's well-being and learning. Staff have made positive improvements in developing the outdoor play area, which has successfully met the recommendation from the last inspection. This has had a positive impact on supporting children's healthy lifestyle.

Parents highly value the service they receive and express their satisfaction with the high standards of care. They play an active role in the setting and have the opportunity to become parent volunteers or committee members. Staff value their opinions and make improvements, such as displaying the daily menu, following their suggestion. Good working partnerships with other providers where children attend more than one setting, the local children's centre and other professionals, are well established. These close partnerships ensure continuity and coherence in each child's care and learning.

## The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early

Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY344534
<b>Local authority</b>	Leeds
<b>Inspection number</b>	888696
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	72
<b>Number of children on roll</b>	109
<b>Name of provider</b>	Shadwell Childcare Ltd
<b>Date of previous inspection</b>	11/02/2009
<b>Telephone number</b>	01132 659050

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



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