

Shadwell Childcare

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

Inspection date	10/03/2014
Previous inspection date	22/11/2012

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

- The Trustees and team leader gives good attention to safeguarding children. This is because they have a good knowledge of their role and responsibility in this area, which means they can respond promptly to any concerns and keep children safe.
- Good quality teaching, which includes practitioner's effective interaction, ignites children's interest and enthusiasm for learning. As a result, children make good progress in their learning.
- Children's individual interests are well met and a balance of adult-led and child-initiated activities are provided for them. This is because the practitioners have a secure knowledge of how children learn.
- Children form good attachments and bonds with the practitioners. This is because they provide a reassuring, safe and secure environment and as a result, their emotional needs are effectively met.

It is not yet outstanding because

- There is scope to enhance methods used to gather information from parents about all aspects of their children's progress so that all parents are fully involved and active role in the observation and assessment process.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 and children at play throughout the inspection and conducted a joint observation with the team leader.
- The inspector spoke with children, parents and practitioners throughout the inspection.
- The inspector looked at documentation to ascertain children's progress in achieving the early learning goals.
- The inspector held a meeting with the Trustees, business manager and team leader.
- The inspector checked evidence of suitability and qualifications of practitioners working with the children and the provider's self-evaluation process.

Inspector

Judith Bodill-Chandler

Full report

Information about the setting

Shadwell Childcare is a registered charity, which opened in 2007. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childcare operates from a purpose built building within the grounds of Shadwell Primary School in Shadwell, which is a suburb of Leeds. The children have access to an enclosed outdoor play area. The breakfast club is open from 8am until 9am, the pre-school operates from 9am until 3.30pm and the after school club opens from 3.30pm until 6pm during term time only. During school holidays the out of school club opens from 8am until 6pm. Children attend for a variety of sessions. There are 98 children on roll, of these 63 are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities. There are 11 practitioners working directly with the children; of these, one holds an appropriate qualification at level 2; six at level 3 and one at level 4. One member of staff holds 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:

- enhance the methods to encourage parents to share their views and observations about their children's progress, so that they are able to participate fully in the learning assessment process and a complete picture is gained about all of the children's achievements.

Inspection judgements

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

The quality of teaching is good because practitioners fully understand how children learn. There is a good balance between adult-led and child-initiated activities, which are flexible and responsive to children's needs. Adult-led activities consider children's predictable interests and are developmentally appropriate. Practitioners use children's interests to plan activities and provision, which lead to their next steps in learning. For example, children show an interest in being superheroes so practitioners provide them with costumes to dress up in to engage in imaginative role play. This is extended further with adult-led activities where children write secret messages to their superheroes and make wands in the craft area. This means that children's individual interests are well met and a balance of adult-led and child-initiated activities are provided. Practitioners complete observations on their key children and others in the pre-school to ensure all children's achievements are captured. Observations clearly have next steps identified. Photographs and pieces of work are annotated and collated in individual profiles. Practitioners understand that all children are individuals and learn as they play and explore in their own ways. Therefore, children with special educational needs and/or disabilities receive support, which is specific to the

way they learn. This sensitive support from practitioners and external agencies enables children to feel secure and make good progress relative to their starting points. Practitioners have a good knowledge of the progress check at two and share this with parents. They complete a termly summative assessment for each of their key children and any gaps in learning are quickly identified and supported appropriately. As a result, children have the key skills needed for the next steps in their learning and they are progressing well towards the early learning goals.

The educational programmes have depth and breadth across the seven areas of learning. They provide interesting and challenging experiences that meet the needs of children. Children enjoy recalling and counting how many of their 'five-a-day' they have already had and how many more they need that day. As a result, they improve their skills in counting and simple addition and subtraction. They carefully use the scissors to snip paper to make their wands and pour their own milk and water at snack time. Consequently, they develop their small muscle and coordination skills. At group time younger children join in enthusiastically, singing and following actions to familiar songs. Older children enjoy identifying the initial sounds in words that they hear. As a result, children develop their phonic knowledge and awareness. All children are provided with a good range of appropriate reading materials, which ignite their interest. They listen carefully to stories read and answer questions appropriately to the story they have just heard. They enjoy exploring a variety of different media. For example, younger children enjoy pummelling the play dough, squeezing it between their fingers and rolling it between their hands. Older children use tools effectively, making models and cutting out shapes. Practitioners extend children's thinking well by asking open-ended questions. For example, at lunchtime practitioner's challenges children thinking about the ingredients which are in fish cakes. As a result, children develop their ideas and confidence to enable them to express themselves well. Overall, the provision and activities effectively meets the learning needs of a range of children attending the pre-school.

Parents contribute to the assessment of children's starting points. Practitioners encourage parents to share information about their children's learning and development at home. However, approaches used are not always successful at involving parents in their children's learning. This means that a collaborative approach to helping children make the best progress possible is not fully fostered.

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

Children are supported well when they start at the pre-school. They come for introductory visits to meet practitioners and familiarise themselves with the environment. The settling-in process is flexible and meets the needs of individual children. Information from parents is collected and used to support children as they move from home. Consequently, children are well settled and emotionally secure. Most of the children move from the pre-school into the local primary school. Practitioners have good relationships with early years staff in the school and support children to move effectively with visits and by sharing information about the child. As a result, children are emotionally well prepared for the next stage in their learning. There is an effective key person system in place, which helps children form secure attachments and promotes their well-being and independence. The key person

groups are clearly displayed on the wall and parents know who their child's key person is. They talk confidently about how they value the key person system and how effectively it works in the pre-school. As a result, children are happy, safe and secure and form strong attachments with practitioners in the pre-school.

Behaviour is managed very effectively. Practitioners are good role models, are polite and encourage children to be well mannered. For example, practitioners remind children to ask before they leave the table at snack times. Outside children understand directional rules for the bikes and why it might be dangerous to go the opposite way, which helps them to learn about keeping safe. Distraction techniques are used effectively to avoid an escalation of conflict between children. As a result, children are aware of the boundaries set and the behavioural expectations of the pre-school. Practitioners are deployed successfully and work in specific areas of the pre-school, ensuring all children are supported well wherever they are playing.

There is a highly stimulating environment with accessible resources. Consideration has been given to ensure that the provision meets the need of all the children attending, including two-year-olds. For example, there is a range of natural resources, home corner, small trikes, different levels of jigsaws and board books. Equally, there is a good range of provision, which is appropriately challenging to meet the needs of older children. There are good opportunities for children to develop their understanding of a healthy lifestyle and importance of fresh air and exercise. They are provided with healthy snacks and the practitioner talks about foods which are good for them. Children have continuous access to the outdoors. They competently use a variety of equipment, which helps to develop their large muscle and coordination skills, including trikes, bikes, a climbing frame, crates and balance cups. Practitioners support them to develop an awareness of the effects exercise has on their bodies by encouraging them to talk about why they think they feel thirsty after running around outside. As a result, children gain a good understanding of a healthy diet and the need for physical exercise. A strong emphasis is put on children's independence and self-care skills. They are encouraged to put on and take off their own coats, use the bathroom independently and pour their own drinks. They are given choices about what they would like to play with and asked when they would like their snack. Consequently, children make independent choices and decisions and are competent at managing their personal needs relative to their age.

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

Safeguarding is good because the Trustees and team leader have a clear understanding of safeguarding procedures. There is a well-written safeguarding policy. This includes the use of mobile phones and cameras and the procedure to follow if an allegation is made against a member of staff. All practitioners have attended recent in-house safeguarding training and confidently talk about early signs of possible emotional and physical abuse. There is a register referencing all practitioners' Disclosure and Barring Service check numbers. This means that children's welfare is promoted well. There are good risk assessment procedures both indoors and outdoors. Daily checks completed at the beginning of every session identify any potential hazards as they are found and practitioners effectively take

action to remove them. Fire alarms are tested regularly and there is a record of fire evacuation procedures. First-aid requirements are met and practitioners have up-to-date paediatric first-aid training. Documentation is well kept, such as the accident records and the administration of medicine records. Ratios are met at all times, which are evidenced through well maintained children and practitioner attendance registers. As a result, children's welfare and safety are promoted effectively.

Leadership and management is good. This is because the Trustees and team leader have a good overview of the curriculum. Planning and assessment systems are monitored effectively. The team leader uses practitioner and children's observations to review the quality and suitability of the provision. Group data is collected from individual children's summative assessments, which is used to monitor all children's progress. The Trustees and team leader have a secure knowledge of the Statutory framework for the Early Years Foundation Stage and use this well to support practitioners. Policies are clear and well written and are in line with published guidance. Practitioners are kept up to date of any policy changes through regular meetings. There is an effective induction procedure, which supports practitioners to understand their role and responsibilities. Annual appraisals are well established to ensure any further training needs are identified.

Effective partnerships with parents are established. They make positive contributions to children's starting points, although the sharing of information about children's continual learning is variable. Regular newsletters are sent out to parents to keep them informed of what is happening and termly summary reports keep them informed of their children's progress. There are good links with the local schools and other providers in the area, including the local children's centre. The pre-school works effectively with local authority officers who supported them with the development of the two-year-old provision. The pre-school meets the needs of the range of children who attend, including the needs of children with special educational needs and/or disabilities by working closely with the integrated support service to develop and follow individual education plans. The Trustees and team leader effectively identify the pre-schools strengths and weaknesses. This means that swift and effective action is taken to address any areas identified for development. Parents and children's views are collected informally. Practitioners contribute to the improvement of the pre-school at planning meetings.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. 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 monitored and inspected again within six 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

Unique reference number	EY344534
Local authority	Leeds
Inspection number	952875
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	98
Name of provider	Shadwell Childcare Ltd
Date of previous inspection	22/11/2012
Telephone number	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, which are usually the childminder's 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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