

Shama Women's Centre

Shama Womens Centre, 39-45 Sparkenhoe Street, LEICESTER, LE2 0TD



Inspection date

8 June 2015

Previous inspection date

17 June 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The management team and practitioners have made significant improvements since the last inspection. All practitioners have received targeted training to improve their teaching skills. As a result, the quality of learning and teaching is now consistently good.
- Practitioners give children plenty of opportunities to be independent and make choices. As a result, children are learning the skills necessary to be ready for school.
- Children are happy, keen to learn and settled in the nursery. This is because they quickly establish warm relationships with all the practitioners.
- Practitioners have positive partnerships with parents and others because the nursery uses a number of successful strategies to engage them. For example, parents are invited into the nursery for social events, such as 'Bring a Dish'. This promotes a collaborative approach to meet the individual needs of children.
- Practitioners ensure that all areas accessed by children are safe and suitable for use. They know how to safeguard children because they receive regular training. The management team ensures that practitioners consistently implement policies and procedures that promote children's welfare.

It is not yet outstanding because:

- Practitioners do not always make the best use of visual aids to support children. This means that some children, especially those learning English as an additional language, do not always understand when it is time to follow the routine in the nursery.
- Practitioners are not always provided with the opportunity to observe and share each other's good practice. This means teaching is not consistently of the highest quality so that children reach the highest levels of achievement possible.

What the setting needs to do to improve further

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

- extend the use of non-verbal methods of communication, such as visual aids, to support all children to understand when it is time to follow the routine in the nursery
- build on the arrangements for monitoring and developing practitioners' practice, for example, by putting in place opportunities for good practice to be regularly shared.

Inspection activities

- The inspector observed children during activities indoors and outdoors.
- The inspector looked at a range of documentation.
- The inspector spoke with practitioners and the management team at appropriate times throughout the inspection.
- The inspector checked evidence of the suitability and qualifications of practitioners working with children and discussed the provider's improvement plans.
- The inspector held a joint observation with the manager.
- The inspector took into account the views of parents spoken to on the day.

Inspector

Dawn Larkin

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Qualified practitioners know children well. This enables them to provide children with activities that support their next steps in their learning. As a result, all children, including those who speak English as an additional language, make good progress in their learning. Practitioners use knowledge from language courses to promote all children's language development. They skilfully observe and listen to children before asking effective questions to extend their learning. Children are given time to respond to practitioners' comments and questions. This promotes children's thinking and communication skills. Children who speak English as additional language are well supported, as practitioners work closely with parents to meet their needs. Practitioners use puppets at singing time to enhance children's understanding of new vocabulary. However, this could be further developed by using visual aids, such as photographs or pictures, to assist all children's understanding about the nursery routines. This means the children's understanding of when activities, such as snack time, are happening is further promoted. Parents feel well informed about their children's progress and are given ideas to extend their children's learning at home.

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

Children's behaviour is good because practitioners promote their understanding of acceptable behaviour. Practitioners consistently offer praise and encouragement, which helps to promote children's confidence and self-esteem. A healthy lifestyle is encouraged by the nursery. Children are active and eat healthy snacks. Snack time is a social time when children are given choices of healthy foods. This supports their social skills and also promotes their language skills. This is because children are encouraged to say what they would like to eat. Practitioners effectively model the words so children can hear how to pronounce new words.

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

The management team has a good understanding of the requirements of the Early Years Foundation Stage. They now use a variety of methods to review practitioners' performance to ensure outcomes for children are constantly improving. A targeted system of supervision and a joint approach with the local college improves their practice. In addition, practitioners are given opportunities to visit outstanding settings to observe high-quality practice. This encourages practitioners to reflect on their teaching and the learning they offer children. However, practitioners are not given regular time to observe and share each other's high-quality teaching practice. This means they are not able to share, evaluate and improve teaching and learning to the highest standards. Children's progress is tracked to promptly identify any areas for improvement, to help narrow gaps in their learning. The nursery works with a range of professionals to aid all children. This also ensures that the specific needs of children with special educational needs and/or disabilities are assessed and that appropriate support is given over time.

Setting details

Unique reference number	EY456314
Local authority	Leicester City
Inspection number	1014327
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	20
Number of children on roll	20
Name of provider	Shama Women's Centre
Date of previous inspection	17 June 2014
Telephone number	0116 251 4747

Shama Women's Centre was registered in 2012. The nursery employs three members of childcare staff and is supported by a local college nursery who also supply three members of staff who regularly work in the nursery. All hold appropriate early years qualifications, with five members of staff qualified at level 3 and one at level 2. The nursery is open all year round from Monday to Friday, but occasionally closes in the school holidays if children are not booked in. Sessions are from 9.30am until 4pm. The nursery also has an evening session on a Wednesday from 5pm until 7pm. The nursery provides funded early education for 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.

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