

Shantona Women's Centre

Shepherds Lane, Leeds, West Yorkshire, LS8 5AW



Inspection date

18 May 2018

Previous inspection date

14 October 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Managers and staff provide an extremely inclusive environment that highly values and celebrates children's culture and diversity. Staff cherish all children as the unique individuals that they are. Children develop impressive sensitivity, respect and understanding of the differences between themselves and other people.
- Staff develop strong partnerships with parents and keep them fully informed about their children's learning. They work very closely with parents and effectively help them to understand how to provide extremely healthy snacks and lunchboxes for their children. Parents value the help they receive from staff and comment how, 'Staff are very good and do a really great job'.
- Managers are ambitious for children and their families. They accurately review the provision and guide further improvements. Managers and staff use additional funding effectively to enrich learning and improve outcomes for children.
- Staff focus strongly on helping all children to acquire good language skills. Older boys and girls speak confidently, and enjoy sharing their ideas with others at group times.
- Children's behaviour is brilliant. They work cooperatively together and are especially helpful, kind and caring. Staff are excellent role models for children.

It is not yet outstanding because:

- Managers do not precisely focus staff's professional development on consistently raising the quality of teaching to the highest level.

What the setting needs to do to improve further

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

- strengthen staff's professional development and training opportunities to focus more precisely on raising the quality of teaching to the highest level and to extend children's learning even further.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the acting nursery manager and deputy manager. She discussed the nursery's self-evaluation with the centre manager, acting manager and deputy manager.
- The inspector held meetings with the managers. She checked policies and procedures, staff's qualifications and evidence of the suitability of staff.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector spoke with children and staff at appropriate times during the inspection.

Inspector

Angela Sugden

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a thorough knowledge of the possible signs of abuse and fully understand the procedures to follow should they have any child protection concerns. Managers use rigorous systems to recruit new staff. They provide effective induction, supervision and regular team meetings to help staff to understand their role. Managers regularly review children's individual progress and the progress of different groups of children. They use this information well to help identify any gaps in provision or areas where children may need additional help. Managers and staff develop very positive relationships with teachers in local schools. This helps them to work on shared approaches and maintain continuity in children's learning. Staff also use their effective partnerships with other services and a wide range of other professionals to ensure that children and their families receive additional support when needed.

Quality of teaching, learning and assessment is good

The qualified staff team completes regular observations of children's play and make accurate assessments of their learning. They use what they know about children well to shape their learning experiences. Staff skilfully encourage children to develop their memory recall and language skills. Older children talk confidently about looking at the flowers in their grandmother's garden. Staff provide interesting resources and experiences that interest children. They sensitively take on roles in children's imaginative play. Boys are focused and motivated as they fill big pans with soil and water, and mix these together. They describe articulately how they are making 'lasagne and sludgy mud'. Staff work alongside children and model how to manipulate dough. Young children act out familiar situations and use the dough to recreate foods they eat at home. They concentrate well as they roll dough and flatten it in their hands to make a 'chapatti'.

Personal development, behaviour and welfare are outstanding

Children thrive in this vibrant and highly stimulating nursery. Staff are particularly sensitive to children's emotional needs and offer a flexible approach to help them settle. They undertake home visits to get to know children and to learn about their development from their parents. This helps staff to plan accurately for children's learning from the very start. Children's emotional well-being is promoted particularly well and is significantly enhanced through the highly effective and respectful key-person system. Staff provide challenging outdoor learning experiences, which children thoroughly enjoy. Children display excellent levels of confidence and develop competence in their physical skills. For example, they climb structures, balance on beams and dig enthusiastically for worms in the soil.

Outcomes for children are good

Children of all ages make good progress in their learning, including those who are bilingual speakers and those who receive additional funding. Children are enthusiastic and eager to learn. Older children enjoy joining in with group activities. They listen to each other, take turns and count accurately to 20 and beyond. Children are well prepared for the move on to school and display high levels of enjoyment, curiosity and concentration.

Setting details

Unique reference number	501917
Local authority	Leeds
Inspection number	1103820
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 9
Total number of places	36
Number of children on roll	35
Name of registered person	Shantona Womens Centre Ltd
Registered person unique reference number	RP904795
Date of previous inspection	14 October 2014
Telephone number	0113 2497120

Shantona Women's Centre registered in 1998. The nursery employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 or above, including two who hold qualifications at level 6. The nursery opens from Monday to Friday during term time. Sessions are from 9am until 4pm. Staff also provide a playscheme for older children during several weeks of the school holidays. The nursery provides funded early education for two-, three- and four-year-old children.

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