

# Inspection of Shadwell Childcare Limited

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

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Inspection date: 26 January 2023

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## **Overall effectiveness**

## **Outstanding**

The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous inspection

Outstanding

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children thrive in this welcoming and nurturing setting. They are extremely happy and feel comfortable with caring and highly professional staff. There is a well-established key-person system in place. This ensures that staff know children exceptionally well and meet their individual needs. Staff send home a 'key person bag', which has information about them, such as their favourite story and what they like to do. This supports effective partnership working with parents and helps children to settle in quickly.

Highly trained staff expertly use a range of fiction and non-fiction books to support the activities they plan. For example, children are introduced to a bird watching activity by reading a story. Staff teach children the breed of birds, such as a 'magpie', skilfully extending children's vocabulary. Children then spend time listening and looking for birds in the garden. Older children use recipe books and look at the ingredients required to make 'soup' in the outdoor mud kitchen. Staff are particularly skilful in supporting children to keep on trying when they encounter difficulties, such as when learning to use single-handed tools like a child-safe knife.

During the COVID-19 pandemic, the setting was extremely proactive. For example, home activity packs were provided for those children unable to attend. Due to the success of these packs, the setting has continued to do this when children are absent for long periods of time. This ensures they do not miss out on learning opportunities.

## **What does the early years setting do well and what does it need to do better?**

- Parents are extremely complimentary about the setting and the relationships staff have made with their children. Staff provide ideas for how parents can support children's learning at home. This is done through regular reports and parent forums, where parents are invited into the setting. Staff share their knowledge and expertise, such as on the importance of play and how to engage children in stories.
- Staff use their wealth of experience and expertise to carefully plan for individual children. They ensure that every child receives one-to-one support throughout the week. Staff put in place more detailed plans for those children who require additional support and for children who speak English as an additional language (EAL). They complete regular assessments and work with outside agencies and professionals to ensure all children achieve their full potential. This ensures that all children make excellent progress.
- Staff are skilful in their interactions with children and always strive to extend their learning. For example, during an activity, children begin to talk about the

colour of their eyes. Staff extend this activity further by finding mirrors so that children are able to identify their eye colour. They talk about different parts of their eye, such as the 'iris'.

- Children behave exceptionally well. Through effective collaboration, staff and children have created and agreed very clear rules and boundaries, which set high expectations and are consistently adhered to. These are displayed throughout the setting, so children can refer back to them throughout the day. Children show respect for resources by tidying them away when they have finished. There are spaces for children to regulate their emotions, with the support of an adult, if needed.
- Staff are passionate about ensuring that children learn about a variety of cultures and countries. They invite families to share their experiences or photos of how they celebrate a variety of celebrations at home, such as Chinese New Year and Eid. As a result, all families feel welcome in the setting.
- Children have ample opportunity to develop their independence skills. At meal and snack times, children are supported to pour their own water and put on their aprons. Lunch is served from a trolley, and children confidently take their plates to get their lunch. This mirrors how they serve lunch in school, which in turn prepares them well for the next stage of their education.
- The manager is extremely well supported by a board of trustees. The manager and trustees are mindful of the pressures of the practitioner's role and have reduced the burden of paperwork by introducing an online app. Staff and leaders are continuously self-reflective of their practice and look at ways in which they can enhance the provision and their teaching even further. Staff report high levels of well-being and feel well supported.
- Staff benefit from highly focused professional development opportunities. For example, staff have received training on how they are able to best support children who speak EAL. This ensures they make excellent progress. The special educational needs coordinator (SENCo) has attended training to ensure she remains highly effective in her role and can support others. Staff regularly observe one another's practice and provide feedback on their strengths and areas for development.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a robust understanding of safeguarding, including how to keep children safe online. They are aware of signs of abuse that may suggest a child is at risk of harm. Staff receive regular training to ensure their knowledge remains up to date. They have a clear understanding of what to do if there are concerns about a colleague. The manager has a good knowledge of how to safely recruit staff. As a result, there are clear recruitment and induction procedures in place to ensure staff suitability, and the manager has effective systems in place to ensure that she continues to check that staff remain suitable.

## Setting details

<b>Unique reference number</b>	EY344534
<b>Local authority</b>	Leeds
<b>Inspection number</b>	10263969
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 9
<b>Total number of places</b>	57
<b>Number of children on roll</b>	117
<b>Name of registered person</b>	Shadwell Childcare Limited
<b>Registered person unique reference number</b>	RP906535
<b>Telephone number</b>	01132 659050
<b>Date of previous inspection</b>	18 May 2017

## Information about this early years setting

Shadwell Childcare Limited registered in 2007 and is based within Shadwell Primary School. The setting employs 20 members of childcare staff. Of these, 16 hold appropriate early years qualifications at level 3 or above, including two with early years professional status. The setting opens from Monday to Friday, all year round, except for bank holidays, one week at Christmas and one week in August. The setting is open from 7.30am until 6pm and provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Amy Whiting

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector and senior staff completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the manager about the leadership and management of the setting.
- The SENCo spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of an activity with the deputy manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

We carried out this inspection 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.

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