

Inspection of Shantona Women and Family Services

Shepherds Lane, Leeds, West Yorkshire LS8 5AW

Inspection date: 19 March 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in their language development in this welcoming home-from-home nursery. Staff make song and rhyme time highly engaging for all two-year-old children, including those who speak English as an additional language. For example, they use props, such as material stars, which children place on their finger. Two-year-old children put their arm in the air to copy actions, and attempt some words from the familiar song.

Staff introduce the sound of letters to older children. Older children confidently and accurately identify objects that begin with the letter 'p', such as 'penguin' and 'pig'. They also recognise objects that do not start with this letter, such as an 'iron'. Older children show that they remember their learning as they say the sound for other letters, such as 's' and 'a'. Children's learning is built sequentially. The curriculum is planned to ensure that children practise and embed each step of learning throughout their time at the nursery.

Staff have high expectations for children's behaviour. Children decide with staff the behaviour rules, such as kind feet and hands. They understand these expectations, and this is reflected in children's positive attitude towards their learning and interactions with their friends. Children show that they feel safe, secure, and happy in the care of staff.

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

- Most of the children who enter the nursery at age two speak English as an additional language. Bilingual staff provide excellent opportunities for children to use their home language in play and learning. By the age of three, children speak English extremely well. They use grammatically correct sentences, listen attentively, and respond to what they hear with relevant questions. Children are extremely well prepared for their move on to school.
- Staff are very aware of the continued impact of the COVID-19 pandemic, particularly on children's social skills. They report that some children struggle to share and take turns, and get upset when parting from parents. Staff visit children in their home as part of the settling-in process to try to ease any anxieties. They place children's well-being at the forefront of their practice.
- Staff give children a rich set of opportunities that help to widen their experiences. For example, they have introduced a growing area outdoors for children who live in premises without a garden. Staff take children out into the community and visit places of interest. Children develop important life skills, such as travelling by bus and learning to cross the road safely.
- Children learn what makes them unique. They celebrate the differences between themselves and their peers. Staff ensure that children learn about and value

cultural and religious events and festivals, such as Ramadan, Eid, and Chinese New Year. Staff also speak with children about different family structures. They display photos of children and their family members in the nursery. This helps children to feel that they belong and are represented in their environment.

- Children learn about people who help them. Staff invite the dentist to come to speak with children about caring for their teeth. The local builder visits children and provides opportunities for them to play with real tools. Staff support children's understanding of self-care and the world very well.
- Children show their excitement as they discover a spider in the garden area outdoors. Staff respond to children's interests immediately and provide magnifying glasses for them to look at the insect in more detail. They link mathematics to this spontaneous learning and ask children to count the spider's legs. Staff are skilled at extending children's learning as it happens.
- Staff work in partnership with parents, some of whom speak English as an additional language, to help them to build confidence in how to support their child's learning at home. They provide practical ideas and activities, including singing and sharing books and stories. Staff help parents to make the most of everyday learning opportunities with their children. Parent partnership is a real strength of the nursery.
- Staff are very aware of local needs and challenges in the area. They and the manager are passionate about the role they play in giving children the best possible start to their educational journey. Staff show the expertise that they bring to their role. They continue to attend training that supports them to improve and refine their practice.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	501917
Local authority	Leeds
Inspection number	10317055
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	36
Number of children on roll	27
Name of registered person	Shantona Women's and Family Centre LTD
Registered person unique reference number	RP904795
Telephone number	0113 2497120
Date of previous inspection	18 May 2018

Information about this early years setting

Shantona Women and Family Services registered in 1998 and is located in Leeds. The nursery employs five members of childcare staff. Of these, two hold appropriate early years qualifications at level 6, one at level 3, one at level 2, and one is unqualified. The nursery opens Monday to Friday during term time. Sessions are from 8.45am to 3.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jane Tucker

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 manager and the inspector completed a learning walk together of all areas of the nursery, and the manager discussed their intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the staff with the inspector.

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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