

# Shakespeare Children's Centre

Inspection report for early years provision

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<b>Unique reference number</b>	EY343237
<b>Inspection date</b>	30/06/2010
<b>Inspector</b>	Tony Anderson
<b>Setting address</b>	Shakespeare Primary School, Shakespeare Avenue, Leeds, West Yorkshire, LS9 7HP
<b>Telephone number</b>	01133 368344
<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## **Description of the setting**

Shakespeare Children's Centre has been in operation since 2006. It is run by the local authority and is situated in Burmantofts, an inner city area of Leeds. It operates from the site of Shakespeare Primary School and Primrose High School, and children have access to two main rooms for under and over three years of age, both of which have dedicated outdoor play facilities. The centre is open Monday to Friday from 8am to 6pm and is available all year round, apart from public holidays and Christmas week. The centre is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 23 children under eight years may attend the centre at any one time and none may be under two years of age. There are currently 27 children on roll, all of whom are within the early years age range. The centre supports children with special educational needs and/or disabilities and those who speak English as an additional language. There are 11 members of staff, all of whom hold appropriate early years qualifications. Two hold qualified teacher status, five have attained level 3 and two hold level 2. The centre receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Excellent care and welfare systems and procedures are very firmly in evidence and are very well practised by dedicated staff. Detailed observations and regular assessments of children significantly support their learning and lead to regular and very effective planning towards their next steps of development. Engagement with parents and carers is outstanding and the very positive and close links with the host school's Foundation Stage team add significant support to children's development and progress. Meticulous attention is paid by all staff to a programme of continuous self-evaluation, and the centre demonstrates an outstanding capacity for further improvement.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- enabling the three and four-year-olds to consistently have access to continuous provision.

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

Robust recruitment and vetting systems are fully in place. All staff are well qualified and fulfil their roles and responsibilities exceptionally well. Safeguarding, welfare and care policies and procedures are rigorous and exceptionally well

maintained. They are reviewed and updated as necessary. The centre's dedicated provision is fully in line with its vision statement, which states that 'every child is an individual and should be included and empowered to achieve their full potential and become confident members of society'.

Staff demonstrate an acute awareness of how young children learn. They provide an excellent level of dedicated skill to support children's progress by means of an outstanding and very well deployed range of resources. Observations of children are frequently undertaken by each child's key person and are maintained in individual progress files which accurately monitor children's interests and levels of development. Records and assessments show that all children make very high levels of progress over time as the result of the staff's very effective focus on equality and diversity.

Parents and carers express their delight with the progress made by their children and also with the immense support staff offer to families. There is an outstanding link with the host school's Foundation Stage team who provide a very high level of targeted and effective support towards learning and development. This includes teaching sign language so that children are able to communicate with other children attending the adjacent Deaf and Hearing Impaired Team unit. Although the shared provision with the nursery unit works well, the three and four-year-olds do not consistently have the same full access to continuous provision as the younger children do.

The centre has extensive and very effective links with the local community, such as the Extended Services Cluster, Family of Schools Forum and with medical, speech and language professionals. This exceptionally high level of additional community support adds significantly to individual children's overall development, care and well-being. The centre's systems of self-evaluation are exceptionally well managed, and regular meetings are held to assess the centre's progress and to set well defined targets for continuous improvement.

## **The quality and standards of the early years provision and outcomes for children**

Children thoroughly enjoy the continuous free-flow provision which allows and encourages them to freely access whatever activities they are drawn towards. Children show an excellent awareness of health and safety routines. For example, they apply sun cream and wear hats when playing outside in hot weather. A range of bicycles, scooters and peddle-cars promote children's control, steering and balancing skills while also providing excellent opportunities for physical development and healthy exercise. Children develop a sense of rhythm and timing. For example, they enthusiastically beat a range of drums and other objects with sticks, and other children soon join in the musical fun. Staff use these opportunities very well to encourage counting. Mathematical development is very strongly promoted through a range of board games and role play, such as the shop. Children develop high levels of confidence, for example, as they explore and use challenging outdoor equipment. This is because of the staff's excellent attention and support of individual needs.

Children's independence is promoted very well. They recognise their own names on labels which they attach to their drinking cup. Through the consistent promotion of regular routines, children's independence is further enhanced and developed. For example, they follow good hygiene routines, including washing their hands before eating and after visiting the toilet, and they put on protective clothing and wellington boots before playing outside in the rain. Any children not following these rules are usually reminded by other children before an adult has time to intervene. Children behave in an exemplary manner and show kindness and friendship to their friends, staff and visitors. Children develop very high levels of confidence and self-esteem. For example, they look out for each other and are quick to ask for adult support, either for themselves or for one of their friends.

Children know about healthy foods and enjoy snacks of fresh fruit and drinks of milk or juice. They are able to help themselves to water at any time during the day. For example, one child with a tickly cough broke off his play and poured himself a drink of water before returning to his game. Staff use opportunities exceptionally well to promote speaking, listening and social skills. The centre participates in the local 'tooth brushing scheme' and children brush their teeth after lunch each day. Children with special educational needs and/or disabilities and those who speak English as an additional language are very well supported by the use of signs, gestures and picture prompts. Other helpful visual and audio signals, such as special music for tidying up time, are recognised by the children, who all respond with enthusiasm. As a result of the excellent provision and dedication of the knowledgeable and professional staff, children make outstanding progress towards their future development and well-being.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met