

Shakespeare Children's Centre Daycare

Shakespeare Primary School, Shakespeare Avenue, Leeds, West Yorkshire, LS9 7HP

Inspection date	06/03/2014
Previous inspection date	30/06/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- All children are treated as individuals and staff understand how each child learns and develops. As a result, children are happy and motivated to learn.
- Children are developing the key skills required for school because staff encourage them to think for themselves and become independent.
- All staff are supported very well by the management team. Consequently, staff are motivated to develop their professional skills and provide a high quality service to children and their families.
- Families are exceptionally well supported by all staff. As a result, parents are highly complimentary of staff and the ways in which they are included in their child's learning.
- Staff have a good knowledge and understanding of how to safeguard children and constantly reflect on their practice. Consequently, children are kept safe and secure.

It is not yet outstanding because

- Opportunities for children to develop their mathematical skills outdoors are not always fully maximised.
- There is scope to enhance mealtimes to further support children to understand what meals will be served to them and the nutritional value.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children in the base rooms and in the outdoor area.
- The inspector completed a joint observation with the children's centre teacher.
The inspector held discussions with the children's centre manager, daycare manager,
- special educational needs coordinator, children's centre teacher, staff, children and three parents.
- A range of documents was inspected, including observations, next steps and tracking of children's progress.
- The inspector checked evidence of staff suitability, training certificates, policies, procedures, staff's safeguarding logs and the setting's self-evaluation documents.
- The inspector took into account the views of parents spoken to on the day and in recent parent questionnaires.

Inspector

Laura Hoyland

Full report

Information about the setting

Shakespeare Children's Centre Daycare was registered in 2006 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is owned and managed by Leeds City Council and is situated in purpose-built premises in the grounds of Shakespeare Primary School and Leeds Cooperative Academy in the Burmantofts area of Leeds. The setting serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The setting employs eight members of childcare staff, all of whom hold appropriate early years qualifications at level 3, including one member of staff with Qualified Teacher Status. The setting opens Monday to Friday all year round, except for Bank Holidays and a week at Christmas. Sessions are from 8am until 6pm and children attend for a variety of sessions. There are currently 40 children on roll who are in the early years age group. The setting provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- enrich the educational programme for mathematics by providing additional resources in the role play area, such as coins, numerical signs and calculators
- enhance mealtimes for children by providing visual menus to further develop children's understanding of the meals provided throughout the day and their nutritional value.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

All children are treated as individuals and staff know children very well. Each key person can talk in depth about their key children's progress and how they like to learn. This means that activities and resources are provided to motivate children to learn and support them to enjoy their time in the setting. Staff plan for children's individual needs, and those children requiring individual education plans are supported well with challenging yet manageable targets. Planning reflects children's interests and staff clearly understand children's next steps. Children who speak English as an additional language are also well supported because staff learn about their culture and work with parents to ensure children are fully included in the setting. Staff use sign language with all children to help them to

have a common way in which to communicate, as well as speaking to children verbally throughout the day.

The quality of teaching in the setting is good. Staff know when to become involved in children's play and when to allow children time to explore for themselves. For example, children play with the play dough, baking tins, rolling pins and a pretend microwave. They sit for in excess of 30 minutes pretending to bake cakes and making their own culinary creations, while staff observe and inject to support play when required. Other children play in the role play garden centre outside, make announcements over the shop public address system and sell flowers to visitors. However, opportunities to enhance children's mathematical skills are occasionally missed. For instance, children do not have a wide range of coins, price lists or calculators to enhance their role play. Younger children carefully listen to their favourite story and they answer questions and join in with refrains. Staff extend this learning by using props and taking learning outside for children to independently re-enact the story. Activities and learning opportunities are clearly supporting children to learn the skills needed for school.

Parents are fully included in the life of the setting, and as a result, partnerships with parents are exemplary. They are encouraged to stay and play with their children if they wish, and staff hold workshops to support parents' understanding of how children learn. Parents enjoy being involved in an annual celebration of books, they support their children to make collages, express themselves through writing and teach them new skills, such as how to use a hole punch. Staff warmly welcome parents to parents' evening and talk them through their child's progress. Parents of children with special educational needs and/or disabilities are clearly included in setting their child's targets. Parents are highly complimentary about the setting and feel their children are making very good progress.

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

Children are very confident and settled in the setting. They are proud to show their artwork and creations to visitors and move around the setting with ease. Children have made firm friendships with their peers, and as a result, the behaviour of children is impeccable. Staff work very hard to ensure that all children settle into the setting when they first attend. They conduct home visits to get to know children and parents in their own environment, where they have time to talk about the individual child and their needs. This means that staff know children well and support them during their settling-in period. Furthermore, staff have created a strong transition procedure between rooms and when moving to school. This means children's emotional well-being is promoted and nurtured throughout their time in the setting and on to their new school.

Each child has a key person who knows all about them and their family. This means that staff know children's likes, dislikes and what they like to play with. Children's routines are followed and staff talk to parents daily about each child's day and the activities they have enjoyed. All parents spoken to speak very highly of their child's key person and feel extremely well informed of their child's time in the setting. In addition, resources are plentiful and children access them independently choosing their play. Children show good levels of confidence and self-esteem and are becoming very independent. For instance,

they hang their coats and bags on their pegs when they arrive, dress themselves for outdoor play and manage their own personal hygiene needs appropriately for their age and stage of development.

Children thoroughly enjoy playing outside and engaging in a range of activities that support them to develop a love for exercise. For example, they negotiate climbing on tree stumps and are helped by staff to stretch their legs, use their coordination skills and move carefully. Other children use ride-on toys to practise using their large muscles to pedal and move the apparatus. Furthermore, children anticipate and enjoy a wide range of balanced meals. They sit at tables in small groups, engage in group conversation and self-serve their food. However, on occasion children are not aware of what is being made for their lunch until it is served at the table, and the nutritional values of the food are not always fully discussed. This means children's anticipation of their meals is not always fully explored and their learning of healthy eating is not fully maximised.

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

The inspection was brought forward by Ofsted following a notification made by the provider of a child being left unsupervised for a very brief amount of time. Since the incident all staff have had training on moving children around the setting, all staff are booked on lone worker training in the next month, reflective safeguarding logs have been written by staff and ratios when moving children around the setting have been reviewed. All staff are fully aware of their role and responsibilities to safeguard children. They have all received advanced safeguarding training from the local authority and know what to do if they are concerned about a child's well-being or the behaviour of staff. In addition, the recruitment procedure is robust and all staff are subject to a rigorous application, selection and probationary period. All staff have been vetted and are suitable to work with children.

Staff are very well supported by the leadership and management team in the setting. Regular supervision meetings and key person meetings mean that children's individual needs are reviewed, as well as those of each member of staff. The children's centre teacher monitors the practice of staff and coaches and monitors their development. This means that all staff are supported to continuously improve their practice. The highly qualified team have a strong drive for continuous improvement. They attend many training courses and have a clear desire to support children to reach their potential. Staff meetings and room meetings are held monthly. As a result, staff practice and the environment in each room and outdoors are continuously evaluated and improved.

Staff have clearly worked hard on creating strong partnerships with others. They attend local schools to create positive relationships with teachers, inviting them into the setting and liaising with them once children have moved, to ensure they are settled. In addition, partnerships with other professionals have been created to ensure all children receive care and support that meets their individual needs. Parents feel very included in the care that their children receive and they feel supported as a family. Parents are quick to praise the staff and the service, and are regularly asked for their views in a variety of ways, including a regular questionnaire. Parents comment that staff are always helpful, listen to their

needs and include them in their child's learning, and they are all aware of their child's key person. This shows that partnerships with parents and others are strong.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY343237
Local authority	Leeds
Inspection number	957304
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	23
Number of children on roll	40
Name of provider	Leeds City Council
Date of previous inspection	30/06/2010
Telephone number	01133 368344

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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