

<b>Inspection date</b>	18 May 2017
Previous inspection date	10 March 2014

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

## Summary of key findings for parents

### This provision is outstanding

- Staff are highly qualified, experienced and knowledgeable. They interact superbly to guide, extend and stretch children's learning. Children are highly motivated learners who are exceptionally well prepared for their eventual move to school.
- Staff have created a tremendously nurturing environment where children thrive. They know children very well and are highly responsive to their needs. Children are self-assured and exceedingly confident in new situations.
- Children who speak English as an additional language receive superior support. Staff use children's home language and expertly engage them in bilingual story sessions. They use gesturing and help children to learn new words rapidly.
- The manager supervises staff splendidly. She engages them in an inspiring range of professional development activities to build on their first-class teaching skills. This helps to ensure that teaching is of the highest quality.
- There is a strong culture of partnership working, which is evident throughout the setting. Staff exchange comprehensive information with parents to promote children's learning both at home and in the setting.
- Links with other providers are exemplary. Comprehensive information is shared to foster a collaborative approach to children's care and learning. Children engage in a multitude of activities at the host school to support seamless transitions.

## What the setting needs to do to improve further

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

- continue to review and develop the existing monitoring systems to sustain the excellent levels of teaching that are in place.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector looked at evidence of the suitability of staff and a sample of policies and procedures, and discussed children's assessments.
- The inspector completed a joint observation with the room leader.
- The inspector held a meeting with the manager and discussed the setting's evaluation procedures and plans for improvement.
- The inspector spoke to staff, parents and children during the inspection and considered their views.

### Inspector

Susie Prince

## Inspection findings

### **Effectiveness of the leadership and management is outstanding**

The setting is run by a dedicated and highly skilled manager, who has an uncompromising drive to maintain the highest standards. She is expertly supported by knowledgeable professionals, who form the board of trustees. Self-evaluation and reflection are an integral part of practice. The manager is an inspirational leader and her vision for excellence is shared by all staff. Meticulous systems are implemented to monitor the progress of different groups of children. Data is scrupulously analysed to identify and close any gaps in children's learning. The manager plans to develop monitoring systems even further to maintain the highest levels of achievement for all children. Arrangements for safeguarding are effective. Robust recruitment and induction procedures ensure that staff are methodically checked and vetted. Staff have an excellent understanding of child protection procedures and know how to report any concerns.

### **Quality of teaching, learning and assessment is outstanding**

Staff have a superior knowledge of individual child's learning needs. They use high quality observations and assessments to plan for children's next stages in learning. Children expertly talk about how they have watched caterpillars change into butterflies and demonstrate an excellent understanding of the process. They are fascinated as they are given the opportunity to explore the empty chrysalides. Staff use first-class questioning techniques to help children discuss their thoughts and ideas. They model their own thinking brilliantly and help children to solve problems independently. Children have exceedingly good listening and concentration skills. They remain focused during group activities and enthusiastically demonstrate their ability to link sounds to letters.

### **Personal development, behaviour and welfare are outstanding**

Staff are excellent role models who expertly support children to understand the feelings of others. Children behave impeccably and have high levels of self-control, cooperation and respect for others. They are very independent and enthusiastically lead their own play. Staff use a variety of methods to educate children about healthy lifestyles. Children have unrestricted access to a superb outdoor area, where they practise physical skills. They intuitively follow good hygiene routines and know how to keep themselves safe.

### **Outcomes for children are outstanding**

All children make excellent progress in their learning. They are very strong communicators who recall past events and use talk to clarify thinking. Children identify shape, count and talk about items being heavy and light. They are curious about the natural world and have an excellent understanding of how things change over time. Children are rapidly developing the skills they need for the next stages in their learning.

## Setting details

<b>Unique reference number</b>	EY344534
<b>Local authority</b>	Leeds
<b>Inspection number</b>	1088011
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 11
<b>Total number of places</b>	57
<b>Number of children on roll</b>	91
<b>Name of registered person</b>	Shadwell Childcare Limited
<b>Registered person unique reference number</b>	RP906535
<b>Date of previous inspection</b>	10 March 2014
<b>Telephone number</b>	01132 659050

Shadwell Childcare Limited registered in 2007. The setting employs 18 members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 or above, including one with early years professional status and two with qualified teacher status. The setting opens from Monday to Friday all year round. The breakfast club is open from 7.30am until 9am, the pre-school operates from 9am until 3.30pm, and the after-school club opens from 3.30pm until 6pm, during term time only. During school holidays the out-of-school club opens from 8am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

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