

Inspection of Play@SouthLeeds

100 Middleton Park Grove, Leeds, Yorkshire LS10 4BG

Inspection date: 7 July 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children are happy in this warm and welcoming nursery. They join in with many aspects of the provision and enjoy a broad and balanced curriculum. The indoor and outdoor learning environments are stimulating and provide good opportunities for children to make safe and independent choices. In general, children show enthusiasm and positive attitudes towards their learning. They develop confidence and demonstrate a strong sense of belonging.

Staff are good role models and give children gentle explanations of how they expect them to behave. Children behave well and enjoy the company of others. They play cooperatively, and staff encourage them to share and take turns. For instance, babies bang and shake musical instruments as they explore the sounds, while staff help older babies to take turns and share the instruments. The key-person system is effective. Staff have a good overall knowledge of their individual key children, including their development, care needs and what makes them unique.

Staff complete regular observations of children. They use these to identify promptly any gaps in children's learning and seek early professional help, when needed. Staff have been proactive in identifying the impact on children's learning and development of prolonged absences due to the COVID-19 (coronavirus) pandemic. Consequently, they have a consistent approach to supporting children's learning, and children are catching up quickly.

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

- Partnerships with parents are strong. There is a good two-way flow of communication between home and the setting. Staff find out what children are doing at home and incorporate this into the activities they provide. For example, after visiting a farm at the weekend, babies explore farm animals at nursery. They learn the animal names and what sounds they make. Staff sing songs and use puppets to help babies to develop their communication and language skills.
- Parents speak highly of the homely setting and dedicated staff. They say they are kept informed about what their children are doing during the day through an online application. They are incredibly happy with the progress their children are making.
- Children demonstrate a positive attitude to learning, overall. They concentrate, enjoy activities and are curious to learn new things. They listen intently and respond well to adults. For example, children enjoy listening to stories and confidently fill in missing words and phrases. However, some large-group activities are less well delivered than other learning opportunities. At these times, younger children lose interest quickly and do not become deeply involved

in their learning.

- Children are active and have plenty of opportunities to be outside. Staff help children to develop their physical skills well. Babies use nursery equipment to help them to crawl, walk and climb. Older children climb on apparatus, kick balls, and skilfully ride on balance bicycles.
- Staff support children's understanding of mathematical concepts well. Children show good counting and problem-solving skills as they count sea animals in the water. Children's awareness of 'one more' and 'one less' is extended as staff add and take away animals.
- Staff use mealtimes to help children to develop their independence and self-care skills. Children learn about good hygiene practices and the importance of handwashing from a young age. The oldest children are supported extremely well to be as independent as possible. They competently cut up their food and pour their own water independently.
- The manager has an ambitious vision to provide high-quality inclusive care and education to all children. She uses additional funding well. She provides a curriculum that is designed to give all children the knowledge and skills they need to succeed. This includes children with special educational needs and/or disabilities.
- The manager provides ongoing training and supervision for staff, and promptly identifies any weaknesses in practice. However, there is scope for further improvement in helping the less experienced staff to gain an even better understanding of how to support children's learning.

Safeguarding

The arrangements for safeguarding are effective.

Robust recruitment and vetting arrangements help ensure that those working with children are suitable for their role. Staff have good knowledge and understanding of child protection, including the wider aspects of safeguarding. Managers ensure staff undertake regular training, so their knowledge remains current. Staff confidently describe the action they would take if they had concerns about a child's welfare or regarding a colleague's practice. They implement effective risk assessments that help to ensure children can play in a safe and secure environment.

What does the setting need to do to improve?

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

- ensure large-group activities are planned at the right level for children's age and stage of development
- continue to focus supervision more sharply on helping less experienced staff to develop a better knowledge of how to support children's learning.

Setting details

Unique reference number	2510748
Local authority	Leeds
Inspection number	10191621
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	0 to 4
Total number of places	44
Number of children on roll	76
Name of registered person	South Leeds C.I.C
Registered person unique reference number	2510747
Telephone number	0113 3350637
Date of previous inspection	Not applicable

Information about this early years setting

Play@SouthLeeds registered in 2018. The nursery employs 19 staff, 18 of whom hold appropriate early years qualifications; six are at level 2, seven are at level 3, three are at level 4 and two are at level 6. The nursery is open Monday to Friday, from 7.30am to 6pm, all year round, excluding bank holidays and the week between Christmas and New Year. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Clare Cotton

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The inspector spoke with staff, children and parents at appropriate times throughout the inspection.
- A learning walk was completed with the manager to discuss the curriculum intent and how the provision is organised.
- The inspector completed a joint evaluation of an activity with the manager.
- The inspector held a meeting with the manager and provider. She reviewed a variety of documents, including staff qualifications and first-aid certificates.
- The inspector observed interactions between staff and children during activities and assessed the impact of teaching on children's learning.

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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