

# Inspection of Best Family Childcare at Highfield

Highfield Primary School, Sandringham Green, LEEDS LS17 8DJ

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Inspection date:

25 February 2022

**The quality and standards of early years provision**

**This inspection**

**Met**

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Previous inspection

Outstanding

## **What is it like to attend this early years setting?**

### **This provision meets requirements**

Children excitedly lead their own play in the inspiring and richly resourced environment. They take part in inspirational activities and experiences, which are meticulously planned by highly qualified staff. Children are deeply engrossed, for example, while making models. They use tools with great precision while hammering nails into small logs at the woodwork bench and 'tinkering' station. Children have an excellent awareness of safety rules.

Children demonstrate high levels of emotional well-being and a strong sense of belonging. For example, staff add children's words and thoughts about what they need from staff to the 'key-person trees'. Staff take an exceptional account of children's views, interests and suggestions. For example, children help to choose resources to buy. This also helps children to understand the value of money and what things cost.

Children show excellent friendships as they share experiences. They play tunes on musical instruments, such as the piano, and prepare vegetables together to make soup. Due to the texture of the onion, children decide that it is easier and safer to remove the skin with their fingers, rather than the peeler. Children compare the different textures of the onion as they peel off each layer. They later delight in chatting around the fire with their warm cup of soup and cosy blankets.

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

- Staff's exemplary practice is inspired by a wide range of early years theories and approaches from around the world. They use their expertise to help children to develop a wealth of impressive knowledge and life-long skills. Staff foster the key attributes that children require for successful learning in school and beyond.
- Staff expand children's experiences through a wealth of visitors. For example, children take part in dance, football and photography workshops. They learn how to use vintage cameras and develop pictures using different techniques.
- Staff demonstrate first-class interactions. They encourage children to smell the herbs before adding these to the bread dough, and model how to use the vegetable peeler. Children have immense fun expressing themselves during drama workshops. Students delivering these sessions ignite children's imagination with their animation and great enthusiasm.
- Staff reflect children's work around the room, which helps children to feel proud of what they do. For example, staff display children's art and craft creations, which they have made using different techniques, such as glass and fabric painting and costume design.
- Staff prioritise children's physical and mental well-being. They are very kind and

nurturing. Staff create calm and cosy reflection areas for children, and children take part in yoga sessions. Staff are excellent role models. They teach children to be respectful to one another and praise children's 'fabulous listening' and 'brilliant questions'. This helps to boost children's self-esteem.

- Staff provide excellent opportunities for children to engage in practical, hands-on experiences in a natural environment. For example, children engage in stick writing and outdoor weaving, and make bird stations and bug hotels. Children create maps and checklists for nature walks. Subsequently, staff display nature items on the 'provocation' table for children to draw or paint.
- The inspirational forest school leader plans fascinating activities, such as making a fire to cook dough balls. Children listen attentively to a wealth of facts, such as what a fire needs to burn, including the different types of wood needed. Children patiently take turns to pass these around, comparing the different textures and smells. Once the fire is alight, children observe the dancing flames in amazement.
- Staff work in excellent consultation with parents and other providers. They exchange a wealth of information. This helps staff to plan for each child's uniqueness, interests and learning objectives, including those targeted in school. Staff give out resources to families, such as 'kindness' activity packs, and stories that promote diversity and inclusion. Parents receive information and photos electronically, and through activity plans and newsletters.
- The provider and staff undertake exemplary self-reflection, which leads to a wealth of improvement plans. They provide excellent opportunities for parents and children to share their views, for example, through questionnaires and feedback books. Feedback from parents is highly complimentary.
- Staff's qualifications and exceptional opportunities for continued professional development have a significant impact on their practice.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a comprehensive knowledge of child protection issues. They undertake in-depth training and continually reflect on safeguarding practices. This helps staff to identify areas that can further enhance their exemplary safeguarding policies and procedures. Staff involve parents in promoting children's welfare. For example, they create safeguarding information boards and displays, and invite them to attend safeguarding and first-aid training. Staff undertake rigorous risk assessments. They help children to learn about dangers and how to keep themselves safe. For example, children use goggles during woodwork activities. They wear safety gloves when holding their bamboo sticks at arms length, when cooking their dough balls on the fire.

## Setting details

<b>Unique reference number</b>	EY362280
<b>Local authority</b>	Leeds
<b>Inspection number</b>	10131594
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Out-of-school day care
<b>Age range of children at time of inspection</b>	4 to 11
<b>Total number of places</b>	80
<b>Number of children on roll</b>	569
<b>Name of registered person</b>	Best Family Childcare Ltd
<b>Registered person unique reference number</b>	RP526064
<b>Telephone number</b>	0113 2626054
<b>Date of previous inspection</b>	15 February 2016

## Information about this early years setting

Best Family Childcare at Highfield registered in 2007 and operates from within Highfield Primary School, Leeds. The setting employs five members of childcare staff, all of whom hold relevant qualifications. Of these, three hold qualifications at level 3, one at level 6 and one staff member holds qualified teacher status. During term time, the setting is open from 7.30am to 9am and 3.30pm to 6pm, Monday to Friday. During the school holidays, the setting is open from 8.30am to 6pm. During term time, the setting solely accommodates children who attend Highfield Primary School. The holiday club is open to families from the local and wider area.

## Information about this inspection

**Inspector**  
Rachel Ayo

## 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 inspector observed the safety and suitability of the premises indoors and outdoors. She also completed a learning walk of the areas used by the club with the manager and area manager to find out how the club is organised and the range of activities provided.
- The manager and inspector completed a joint observation of an activity taking place.
- The inspector spoke to staff during the inspection and gained feedback from parents. She also spoke to children about their experiences at the club and what they enjoyed doing.
- The inspector checked a sample of documentation, including certain policies and procedures, self-evaluation and improvement plans, certificates of training and documents relating to the suitability of staff. The area manager shared written feedback from parents and children.
- The inspector held regular meetings and discussions with the nursery owner, area manager, who is also the forest school leader, and manager throughout the inspection.

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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