

Inspection of Faith Together in Leeds 11

Faith Together in Leeds 11, The Building Blocks Centre, Maud Avenue, LEEDS LS11 7DD

Inspection date: 24 March 2022

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	Good
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What is it like to attend this early years setting?

The provision is good

Children are safe and happy in this welcoming and inviting setting. They show high levels of engagement in the activities and experiences on offer. Children move around their environment and outdoor space freely, and choose what they would like to play with. Children have built secure attachments with staff, who are tuned into their individual needs. Staff play alongside children and engage with them in their play. Outside, children enjoy searching for insects with staff. They look in trees and under logs as they search for bugs. Children are engaged and show a desire to explore and learn, such as when they tick off the bugs they have found on a chart.

Staff have high expectations for all children's learning and development. They have clear aims for what they want children to achieve. Managers and staff have worked closely together to devise a curriculum that promotes children's confidence and independence, and sets them up for future learning. Children display good behaviour. They respond to staff positively, who teach them the importance of being kind to each other. Children play cooperatively together and share resources well. Staff place a focus on developing children's communication and language. They talk to children during their activities. Staff offer children plenty of praise and encouragement as they develop their knowledge and skills.

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

- The key-person system is effective. Staff know the children they care for very well. They confidently talk about what children enjoy. Staff know where children are in their development through their observations and spending time with children.
- Staff use what children are interested in to engage them in experiences that support their learning. They plan activities that are inviting and stimulating. Staff introduce new themes and topics to teach children about the wider world.
- Children become skilful communicators. They confidently chat to staff about what they are doing and their experiences. For example, as children paint rainbows, they express their own thoughts and ideas, and show pride in their achievements. Children delight in showing staff, visitors and peers that they have mixed 'brown'.
- Staff are not as skilful in supporting children to develop their thinking skills. For instance, when staff ask children questions, they do not always give children time to think and respond.
- Children who may have additional needs are identified quickly and staff put support in place to help them to achieve. Staff are experienced and work alongside a range of other professionals and parents to give children the help that they need. They use additional funding successfully to support children to

make progress.

- Staff promote good health and hygiene practices throughout the setting. They teach children about oral hygiene in fun and practical ways. For example, older children learn how to clean their own teeth and practise brushing a pretend dinosaur's teeth. Younger children enjoy stories about brushing their teeth. Staff talk to children about why it is important to clean their teeth twice a day. They also send home toothbrushing kits to support good oral health at home.
- Partnerships with parents are good. When children first join the setting, staff arrange visits and get to know children and their families. This helps children to settle quickly and feel safe and secure in the environment.
- The manager has a system in place to monitor staff's practice and to discuss training that staff wish to attend. However, the manager's methods do not precisely focus on where staff need support, to raise the quality of practice to a consistently high level.
- The manager and staff work together to reflect on the service, which they provide for the children and families. They seek the views of parents to see what they can do to improve. For example, staff have plans to relocate the older children to a downstairs room and develop the garden, so that children have greater opportunities to learn outside.
- Staff speak to parents each day. They share information about what their children are doing and learning in the setting. Staff hold regular parents' evenings where they share children's progress and next stages in learning. Parents speak positively about the setting, and praise the kind and friendly staff. They say that their children are happy and have close bonds with staff.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their roles and responsibilities to protect children from harm. They undertake regular safeguarding training, and can recognise the signs and symptoms of when a child may be at risk. Staff know the reporting procedures to follow, if they are concerned about the welfare of a child. They have an awareness of broader safeguarding issues, such as radicalisation. Staff are also fully aware of the whistle-blowing policy and what to do if they become concerned about the conduct of a colleague.

What does the setting need to do to improve?

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

- build on staff's questioning techniques to allow children time to think and respond, in order to support their thinking skills further
- strengthen the monitoring of staff's performance to focus professional development more precisely on raising the quality of practice.

Setting details

Unique reference number	EY273298
Local authority	Leeds
Inspection number	10229489
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	1 to 4
Total number of places	44
Number of children on roll	103
Name of registered person	Faith Together In Leeds 11
Registered person unique reference number	RP521820
Telephone number	0113 270 8088
Date of previous inspection	10 January 2017

Information about this early years setting

Faith Together in Leeds 11 registered in 2003. The nursery employs 15 members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above. The nursery opens all year round, Monday to Friday, except for two weeks at Christmas and on bank holidays. Sessions are from 8am until 6pm. 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 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 observed the interactions between the staff and children during activities, and assessed the impact these have on children's learning.
- The manager and the inspector completed a learning walk, and discussed how staff deliver their curriculum.
- The inspector and the manager completed a joint observation of an activity.
- The inspector read written feedback provided and spoke to parents during the inspection, and took account of their views.
- The inspector sampled documentation, including suitability checks of staff and first-aid certificates.

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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