

# Inspection of Inspirations Nurseries and Forest School

Adel St John The Baptist C of E Primary School, Long Causeway, Leeds LS16 8EX

---

Inspection date: 17 May 2022

<b>Overall effectiveness</b>	<b>Outstanding</b>
------------------------------	--------------------

---

The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous  
inspection

Outstanding

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

### **The provision is outstanding**

Children develop an excellent sense of belonging in this inspiring setting. They have very close relationships with the staff. Some children have struggled to settle in. The staff have worked closely with parents to develop strategies to support this. Very quickly these children became secure and settled. They happily say goodbye to their parents each morning. This is because they are safe in the knowledge that they are extremely well cared for. Children are content and happy here. This means they can flourish. Partnerships with parents are extremely effective.

Children engage in the environment confidently. They demonstrate high levels of fascination in their play. For example, children work together in the mud kitchen to investigate and solve problems. They use language to challenge and expand each other's thinking. Children work collaboratively and confidently display critical thinking skills as they engage in independent play. Play is uninterrupted as children focus on their intended learning. Staff skilfully observe and intervene at opportune moments to expand this. Children are highly motivated and share and cooperate with each other. They are keen to share their work and ideas with the people around them. Children are encouraged to recall their previous learning. They join in with extensive conversations and talk about what they can see and hear.

Children learn through their own interests. These are extended and explored further in innovative and creative ways. Learning is supported by skilled and inspiring staff who extend this further. For example, children gather around a tub of tadpoles. They talk with the inspector knowledgeably and with confidence about the life cycle of a frog. Staff have excellent communication skills. They introduce an extensive range of vocabulary to extend learning further. For example, they introduce new vocabulary such as 'frog spawn' and 'froglet'. Staff give real meaning to vocabulary by giving children opportunities to investigate and gain knowledge and understanding of the world around them.

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

- Staff are highly successful at providing a rich set of learning experiences that cover all areas of the early years foundation stage. Children are free to engage in a variety of interest led activities that support the individual needs of all children. Children enjoy regular trips to 'forest school' where they actively explore the wonderful nature around them.
- Staff challenge, reassure and support children who are having difficulties to develop their talents. The way that the setting supports the development of children's character is exemplary and worthy of being shared with others. All children, including those with special educational needs and/or disabilities and those from disadvantaged backgrounds, make exceptional progress.

- Leadership and management at this setting are exceptional. Leaders are passionate about providing an ambitious and well-sequenced curriculum. Practice is continuously reflected upon as a team. Leaders ensure that staff are supported. They provide opportunities for them to take the lead on their own professional development. Staff praise leaders for the support they offer to them professionally and as individuals.
- Partnership working with parents is a real strength of the setting. Parents are involved in all aspects of their child's learning. Throughout COVID-19 restrictions, staff offered virtual activity sessions designed to support all children's outdoor learning. This innovative and exceptional work with parents has been recognised nationally. Parents offer their compliments to leaders and staff regarding how well they supported and settled their children back into nursery life.
- Children have exceptional behaviour and demonstrate high levels of respect for others. For example, one child notices that another is struggling to find a space to join the group. They sensitively gesture to the child as they make room for them to join next to them with a reassuring smile.
- Children demonstrate high levels of self-control and consistently keep trying hard, even if they encounter difficulties. For example, one child struggles to attach collage materials to paper using natural glue. They persevere until they accomplish the task, demonstrating pride in their achievement. Staff actively praise children's efforts. As a result, children have high levels of well-being and self-esteem.
- The key person system is strong. The setting has measures in place to ensure that children are supported in all eventualities. For example, there is a buddy system in place. This ensures that all key children are supported in the event of staff's absence. Information is shared on 'handover' days to ensure that no information is missed. As a result of this, children feel settled, safe and happy.
- Staff consistently and skilfully speak to children to support their understanding of interesting topics. Children make superb progress in their language development. They talk with confidence to share their ideas. For instance, as they explore the ways that snails move, one child explains that the snail's home is on its back and perhaps this is why it moves so slowly. Children enjoy listening to stories which engage and excite them. They listen intently, join in and repeat unfamiliar words. For example, children enthusiastically join in the story 'A Squash and a Squeeze'.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders create a positive culture and ethos where safeguarding is recognised as an important part of everyday life. This is backed up by extensive training at every level. Staff have an excellent understanding of how to report a concern. Leaders and staff work in partnership with multi-agency professionals to provide the best possible support to children and families. They ensure that safeguarding knowledge remains up to date by reflecting on it weekly in team meetings. Staff understand

the importance of early intervention and ensure that any referrals are made swiftly. This ensures that children's safety and well-being remain paramount.

## Setting details

<b>Unique reference number</b>	EY480710
<b>Local authority</b>	Leeds
<b>Inspection number</b>	10131635
<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>	Sessional day care
<b>Age range of children at time of inspection</b>	3 to 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	Inspirations Nurseries and Forest School Limited
<b>Registered person unique reference number</b>	RP525126
<b>Telephone number</b>	01132 612 262
<b>Date of previous inspection</b>	9 November 2015

## Information about this early years setting

Inspirations Day Nursery was registered in 2014. The nursery employs six members of childcare staff. Of these, one holds an appropriate early years qualification at level 2, four have appropriate early years qualifications at level 3 and one has qualified teacher status. The nursery opens from Monday to Friday, term time only. Sessions are from 7.45am until 6pm. The nursery provides funded early education for three- and four-year-old children.

## Information about this inspection

**Inspector**  
Yvette Brown

## 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 manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022