

# Inspection of Little People (Stanningley) Ltd

The Beeches, 66 Bradford Road, Stanningley, Leeds, West Yorkshire LS28 6DX

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Inspection date: 13 October 2022

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## **Overall effectiveness**

## **Inadequate**

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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous  
inspection

Good

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

### The provision is inadequate

Children's safety and welfare are compromised because of weaknesses in safeguarding arrangements. Some staff do not have sufficient knowledge to identify possible safeguarding concerns, such as neglect, radicalisation or extreme practices. This does not help to fully protect children from harm. Despite these weaknesses, the quality of education is good. Staff take time to get to know what children can do. They provide activities that are exciting and interesting.

Children are given a variety of opportunities to develop their physical skills. They thoroughly enjoy spending time outside in the wonderfully resourced garden area. Children enjoy climbing, riding on bicycles and playing on swings. Children are aware of the need to stand back from the swings, so as not to get hurt.

Staff teach children about different concepts, such as floating and sinking. They encourage children to make predictions before testing out their theory. Staff teach children new language, such as 'heavy' and 'light', as they compare the weight of different objects. These include leaves and pebbles, which they try to float down the guttering. Children play together and develop their collaborative skills. Children take turns as they fill water containers and help their friends to carry heavy buckets. Children show consideration for others and behave well at the setting.

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

- Despite the safeguarding weakness, the management team leads the setting well. Staff have high expectations for each child who attends. The educational programme is well designed and sequenced to support children to progress through their stages of learning. Staff use what they know about the children and skilfully combine children's interests with additional themes. This helps to provide a purposeful environment, which engages and challenges children and promotes their learning and development effectively.
- Since the onset of the COVID-19 pandemic, staff have placed a sharp emphasis on supporting children to manage their feeling and emotions. For example, staff have introduced a range of strategies to support the well-being of the children. These include regular yoga sessions and talking about the language of emotions. This contributes to children's increased self-control and confidence.
- Staff provide opportunities for children to learn about the world around them. Children regularly go for walks in the local area and visit local shops. Children learn about different cultures to their own. For example, staff share stories about different homes and talk about family structures. Staff help children to learn about festivals and events that are important to them and their friends.
- Staff are sensitive to children's routine care practices. They ensure interactions are respectful, warm and gentle during nappy changes. Staff teach children

about the importance of keeping healthy. Mealtimes are a sociable time for staff and children. Children remember to say 'please' and 'thank you' and engage in conversations about healthy and unhealthy food choices.

- Children with special educational needs and/or disabilities have the support that they need to make the progress of which they are capable. Staff work closely with other professionals, such as external speech and language therapists, to ensure a consistent approach to children's learning,
- Overall, children are confident to talk in small groups. Staff introduce new words to extend vocabulary, such as 'crunchy' and 'smooth', as babies explore a sensory tray. However, at times, conversations are limited, and staff miss opportunities to develop children's communication skills fully. For example, they ask questions that require one-word answers.
- For the most part, staff support children to be independent, encouraging them to hang up their own coats and to find their own wellington boots, for example. However, opportunities to enhance children's independence are sometimes overlooked. For example, occasionally, staff do things for children that they could try for themselves, such as wiping their noses and fastening zips on coats.
- Parents report that they are satisfied with the care their children receive. They know their child's key person and state that they receive daily feedback about the things that their children have been doing. This is given verbally and using the electronic app. The setting seeks parents' views and makes plans to act on their suggestions. Parents comment that their thoughts are valued.

## Safeguarding

The arrangements for safeguarding are not effective.

Although staff have accessed safeguarding training, this is not effective. Staff's knowledge and understanding of the setting's safeguarding policy and procedure are not consistent across the team. Not all staff have a clear knowledge of the signs that may indicate a child welfare concern, including neglect and physical abuse. In addition, some staff do not have a secure understanding of all aspects of safeguarding or of the 'Prevent' duty guidance. Not all staff understand the procedure to follow if they have concerns about a colleague. Nevertheless, the staff team know who to contact if they have any concerns about a child. Staff carry out risk assessments. The premises are secure, and children are only released to known adults.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
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ensure all staff understand and are able to identify signs of possible abuse or concerns about welfare at the earliest opportunity	03/11/2022
ensure that all staff develop their knowledge of wider safeguarding issues and of the 'Prevent' duty guidance and know how to recognise and prevent children from being exposed to extreme views	03/11/2022
improve staff's knowledge with regard to knowing the procedures to follow in the event of an allegation against staff.	03/11/2022

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

- take advantage of opportunities to engage children in meaningful discussions, to further extend their communication skills
- further build on opportunities for children to learn how to do things for themselves and consistently promote their independence skills.

## Setting details

<b>Unique reference number</b>	319352
<b>Local authority</b>	Leeds
<b>Inspection number</b>	10229425
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 3
<b>Total number of places</b>	50
<b>Number of children on roll</b>	35
<b>Name of registered person</b>	Little People (Staningley) Limited
<b>Registered person unique reference number</b>	RP519365
<b>Telephone number</b>	0113 2563951
<b>Date of previous inspection</b>	24 January 2017

## Information about this early years setting

Little People (Stanningley) Ltd registered in 1989 and is situated in Leeds. The setting employs 12 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 2 or above, including one staff member at level 6. The setting opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Julie Dent

## 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 her evaluation of the provider.
- The manager and inspector completed a learning walk where they discussed how the provision is organised.
- The inspector observed activities and the quality of staff's interactions with children. She spoke to leaders, staff and children at appropriate times throughout the inspection.
- The inspector spoke to parents and took account of their views.
- The inspector sampled some of the provider's documentation, including the safeguarding policy and procedures.

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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