

# Inspection of Prospect House

2 New Street, Horsforth, Leeds, West Yorkshire LS18 4BH

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Inspection date:

25 October 2022

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## **Overall effectiveness**

## **Outstanding**

The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous inspection

Good

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

### The provision is outstanding

Children make excellent progress in this outstanding and inclusive nursery. Children arrive bursting with enthusiasm to learn. They show delight when they see the familiar faces of the staff who care for them. Staff build extremely strong bonds with the children who run into their arms to receive nurturing interactions. Parents report that these strong bonds make their children feel very safe, settled and secure at the setting.

The whole team demonstrate a passion and determination to achieve excellent outcomes for children and families. This commitment to excellence is reflected in the high expectations staff hold for all children. Children are appropriately challenged and supported to become resilient, motivated learners. For example, two-year-olds are encouraged to find their own coats and wellies from low-level tubs. They relish this newfound independence and demonstrate high levels of self-esteem. They find each other's coats and help each other put them on. Children smile and stroke each other, showing kindness and respect for their friends.

Staff expertly plan a unique learning experience for each child that builds on what they already know and can do. These experiences are centred around the children's interests and fascinations. For example, three- and four-year-olds are exploring autumn. They enjoy a trip to the local park and collect autumn 'treasures,' which they play with on their return. Children discuss the sizes of the leaves and conkers. They wonder if the conkers are heavier than the big leaves. Staff swiftly extend this by introducing weighing scales so the children can experiment with size and weight, including learning new mathematical words. Children feel their ideas are valued and enjoy seeing them come to life.

Managers made a number of changes to the daily routines to protect children and families during the COVID-19 pandemic. Some of these have remained in place. Parents and staff report that handover at the door to their child's key person has improved parent partnerships and information sharing.

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

- Children thrive in this communication-rich nursery. Staff encourage children to participate in lots of conversations and communicate to children clearly. Children's home languages are supported in a highly effective way. For example, children enjoy 'read-aloud' books in their home languages and regular sign-language sessions. All these strategies promote rapid progress in their language development.
- Supervision and induction arrangements are robust. The exceptionally skilled management team ensures all staff receive ongoing training and support. Staff

have numerous professional development opportunities. For example, staff have the opportunity to visit other countries to observe best practice and learn new skills, which are then shared with their colleagues.

- Children with special educational needs and/or disabilities (SEND) are supported to the highest level. Staff develop superb partnerships with a number of professionals and ensure plans for children are delivered with integrity. This provides children with the best possible start in life and enables them to achieve their full potential.
- Children in every room develop a love of reading and literacy. Children enjoy exploring the focus 'book of the month'. For example, pre-school children role play the character 'Winnie the Witch'. They have extended their understanding of the book by creating a large-scale model of her house. Two-year-olds snuggle up with their key workers and turn the pages of their chosen story.
- Children are encouraged to value and celebrate diversity. For example, staff widen children's experiences through regular trips into the local area. These include visits to the library and care homes, shopping at the greengrocer, bus rides and playing in the local park. These activities enable children to experience the awe and wonder of the world in which they live.
- Times of change are planned for exceptionally well, including the move to school. Children are supported to develop their independence as soon as they enter the nursery. For example, staff design the environment so babies can choose their toys independently. They arrange furniture so children can pull themselves up and move around safely. Two-year-olds practise using cutlery with dough. Pre-school children serve their own lunch with tongs and serving spoons and clear away when they have finished.
- Mathematics is weaved throughout the routines and activities of the day. For example, two-year-olds use a range of three-dimensional shapes to create bat pictures alongside supportive adults. Three-year-olds independently write numbers with chalk on a range of surfaces outside, as adults enthusiastically count with them. Children spontaneously start counting confidently during their play.
- Partnerships with parents are highly successful. Parents are exceptionally well supported to continue their children's learning at home. Parents and carers of children with SEND are overwhelmed by the dedication of staff. They report the whole staff team have a commitment to inclusion and consistently go over and above to meet the needs of their children.
- Staff report that they feel very supported by management and that managers regularly check their well-being. Workload issues are identified and managed effectively. Paperwork has been reduced significantly. This has maximised the time staff spend interacting with the children

## Safeguarding

The arrangements for safeguarding are effective.

All staff are very clear about their role in protecting children. They demonstrate a secure knowledge of the procedures to follow in the event of a concern about a

child's welfare. The manager asks staff safeguarding questions to test that their knowledge and understanding is up to date. Staff are fully aware of the action to take if they have concerns relating to the conduct of adults in the setting. The premises are secure, staff are well deployed and they supervise children well. Robust procedures for recruitment and checking the ongoing suitability of staff are implemented well.

## Setting details

<b>Unique reference number</b>	EY306287
<b>Local authority</b>	Leeds
<b>Inspection number</b>	10229505
<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>	Full day care
<b>Age range of children at time of inspection</b>	0 to 5
<b>Total number of places</b>	98
<b>Number of children on roll</b>	143
<b>Name of registered person</b>	Speight, Ann Margaret
<b>Registered person unique reference number</b>	RP512516
<b>Telephone number</b>	0113 258 1666
<b>Date of previous inspection</b>	16 February 2017

## Information about this early years setting

Prospect House was registered in 2005. The nursery employs 45 members of childcare staff. Of these, 23 hold appropriate early years qualifications at level 2 and above. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children with SEND and those who speak English as an additional language.

## Information about this inspection

**Inspector**  
Clare Bligh

## 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 have taken that into account in their evaluation of the provider.
- The deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- Parents and carers shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- Children spoke with the inspector during 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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