

# Inspection of Little People (Stanningley) Ltd

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

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Inspection date:

21 March 2023

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous  
inspection

Inadequate

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

### **The provision requires improvement**

The quality of education that children receive is not consistent across the whole setting. This is because staff do not always think carefully about what they want the children to learn as they access activities. At times, children are left with less interaction or focus from staff. This does not challenge children's development or help them to make consistently good progress across the areas of learning. That said, children arrive happy and are welcomed by the friendly and caring staff. Staff encourage children to self-register on arrival, this helps them to secure their sense of belonging. This also supports children's literacy skills, as they learn to recognise their name.

Children listen and respond positively to staff's gentle reminders to be kind to others and take care of the resources. Children explore sand using tools, such as spades. They transport sand from one place to another and talk about what they are doing. Staff help children to develop the social skills they need to play together. They lead by example, encouraging children to listen to each other, take turns and share resources.

Children are learning to do some things for themselves. For example, they make choices about what they want to play with. Babies practise feeding themselves and older children serve themselves lunch.

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

- The dedicated and ambitious management team have a clear intent for the curriculum and what children will learn. However, some staff do not demonstrate that they know the curriculum intent and how to implement this consistently. For example, an activity involving a science experiment was not clear for children. Consequently, the focus of the learning intent was lost, and some children did not learn as much as they could.
- The special educational needs coordinator works together with the staff to identify any delays in children's development. They work in partnership with outside professionals. Together they build effective strategies that ensure children's individual needs are met and that they receive the additional help they need. In addition, the setting receives early years pupil premium funding. This allows the manager to purchase additional resources, such as games to support turn taking and sharing.
- The children from the setting move on to several different schools within the area. The setting provides support with this transition, ensuring as much information is passed on to the school as possible. Children learn about their new schools. They have picture books of their new teachers and the classrooms. This supports children to feel comfortable about the transition.

- Children spend plenty of time outside in the fresh air. They run around and climb on low-level climbing apparatus, to support their large-muscle development. Staff help younger children to understand how to use bicycle pedals correctly.
- Parents are happy with the care that is provided for their children. Some have used the setting for many years. Parents comment on the friendly management team and find staff approachable and supportive. This helps children feel safe and secure in their care.
- Staff have warm and friendly relationships with the children. However, the quality of support for learning is variable. Children are keen to join in when a member of staff delivers a sorting activity. She checks children's understanding of colour and counting. Other activities are not as successful in supporting learning. For example, during a planned baking activity, one child is encouraged to pour and stir, while others are left waiting with limited interaction. As a result, children disengage from the activity.
- There have been significant staff changes since the last inspection. Managers are supporting the needs of the newly appointed staff through an induction process. Some new and existing staff do need further support to feel confident within their roles. Managers have introduced systems to review the quality of education staff provide along with children's progress. However, the revised systems are still in their infancy. They are not yet driving the necessary improvements to ensure the quality of teaching is consistently good.

## Safeguarding

The arrangements for safeguarding are effective.

Since the last inspection, managers have focused on making improvements to safeguarding practices. Staff and managers receive training to keep their knowledge of safeguarding issues up to date. Staff are knowledgeable about signs that could indicate a child is at risk of harm. They understand the procedures to follow to report any concerns about children or the conduct of other adults. Managers ensure that the deployment of staff means that there are enough staff present to keep the children safe. Staff carry out risk assessments throughout the day to help children keep safe. Unauthorised visitors cannot enter the building.

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

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

	Due date
ensure that the learning intent for the activities provided is clear and reflects what children need to learn next	25/04/2023

provide staff with appropriate support to drive improvements to the quality of teaching.	25/04/2023
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**To further improve the quality of the early years provision, the provider should:**

- help staff to improve the quality of interactions with children to support children's engagement and help them to make good progress.

## Setting details

<b>Unique reference number</b>	319352
<b>Local authority</b>	Leeds
<b>Inspection number</b>	10261993
<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 4
<b>Total number of places</b>	50
<b>Number of children on roll</b>	32
<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>	13 October 2022

## Information about this early years setting

Little People (Stanningley) Ltd registered in 1989 and is situated in Leeds. The setting employs 11 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 2 or above, including two staff members 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- and three-year-old children.

## Information about this inspection

### Inspector

Julie Dent

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together and discussed the early years curriculum.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to parents and took account of their written views.
- The inspector viewed some documents relevant to the inspection process.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that 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.

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