

Inspection of Little People (Alwoodley)

Alwoodley Primary School, Cranmer Rise, LEEDS LS17 5HX

Inspection date: 1 August 2023

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 happy to attend this friendly nursery. Staff are nurturing and attentive to children's needs. They ensure that children feel a strong sense of belonging in the nursery by implementing an effective key-person system. Staff work hard to develop trusting relationships with children and parents. This helps children to build close bonds with staff. Children quickly develop the confidence which they need to explore and learn.

Staff know children well. They use information gathered from families to plan a range of fun, themed activities. They make sure that activities are relevant to children, based on their interests and build on their prior experiences. For example, children enjoy themed activities around the beach, such as building sandcastles and making 'ice cream' with dough, as many of them have recently been on holiday.

Staff provide lots of opportunities for children to develop a love of nature, which promotes their understanding of the world. Staff teach children about life cycles. Children enthusiastically explain that bees make honey and need pollen from flowers. Children carefully watch ladybirds in the garden, commenting on their spots and colours. They take great pride in growing peas in the garden and are eager to taste them. Children are amazed to find a bird's eggshell in the garden. Staff use the discussion as an opportunity to build on children's knowledge by asking questions which promote their thinking skills.

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

- Overall, leaders have developed a curriculum that is well sequenced. Staff understand how children learn. They know the stages of development that children are at and what they want them to learn next. Most children are engaged in learning throughout the day. However, on occasion, staff provide some learning experiences that are not sufficiently challenging enough for some children. This means that some children lose interest and are not able to make the best possible progress.
- Children develop a love of books and stories. Staff provide a library for children to take books home to share with their families. Staff film themselves telling stories and share these recordings with parents to show children at home. Children enjoy choosing their own books and snuggling up with staff to share them. They giggle as staff read in an engaging way. Older children recall stories and characters from favourite books. This helps children to build a good foundation for literacy skills, ready for the next stages in their education.
- Children behave well. Staff are good role models as they eat alongside children at mealtimes. Children show kindness as they help each other to put their boots

on the correct feet. They are polite and welcoming to visitors. For example, children invite the inspector to look at a book with them. They confidently share their knowledge about different countries, such as Turkey and Spain. Later in the day, children thank the inspector for looking at the book with them.

- Staff support children's communication and language development very well. They model lots of language through their interactions with children. They listen and respond to what children say. Staff carefully repeat babies' attempts at saying new words and extend the simple sentences which young children say. Staff communicate clearly with children, which helps them to develop their understanding skills and become effective communicators.
- There is a positive and respectful culture across the setting. Staff respect children's wishes from the youngest age. For instance, they ask children if they can change their nappies. Staff wait for a response before taking children to the changing room. Children confidently ask to play outside, and staff follow their lead. Children feel a strong sense of self. They know that they have a voice in the nursery and feel able to express their wishes.
- Parents are complimentary about the nursery. They are happy with the communication that they receive from their child's key person. Parents praise the nursery for the role they play in helping children to make good developmental progress. They like the online system that they use as a two-way communication tool. Parents are encouraged to share experiences that their children have out of nursery, as well as receive information about their children from their key person. This joined-up approach helps staff and parents work together to support children's learning.
- Staff speak positively of the support that they receive from management. They praise the open-door culture adopted by leaders. Regular team meetings enable staff to share information about children. Leaders provide supervision meetings for staff. However, they are more of an informal one-to-one session and do not focus on identifying targeted areas for individual staff's professional development. This means that staff are not supported to raise their practice to an even higher level.
- Support for children with special educational needs and/or disabilities is good. Staff know children well. They make timely referrals to other professionals and put in place tailored plans of support to meet the individual needs of children. Children make good progress from their starting points, and they are prepared for the next stage of their education.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their roles and responsibilities in keeping children safe. The premises are safe and secure. Staff undertake outdoor checks before children play in the garden. They can confidently talk about the signs that could indicate a child is at risk of harm. All staff complete safeguarding training and have ongoing discussions to ensure that their knowledge is kept up to date. Leaders develop creative ways, such as incorporating safeguarding subjects into fun games, to help

staff to recall and remember important facts about safeguarding issues. For example, they learn about the indicators that a child may be at risk of female genital mutilation or radicalisation.

What does the setting need to do to improve?

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

- review opportunities for children's learning throughout the day to consistently provide enough challenge for all children to make the best possible progress
- ensure that supervision meetings are purposeful and that they contribute to improving staff's teaching to an even higher standard.

Setting details

Unique reference number	EY427946
Local authority	Leeds
Inspection number	10279808
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	0 to 11
Total number of places	82
Number of children on roll	110
Name of registered person	Little People (Alwoodley) Limited
Registered person unique reference number	RP530659
Telephone number	01132667242
Date of previous inspection	8 September 2017

Information about this early years setting

Little People (Alwoodley) registered in 2011 and is located in Leeds. The nursery employs 21 members of childcare staff. Of these, 14 staff hold appropriate early years qualifications at level 2 or 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.

Information about this inspection

Inspector

Natalie Stringer

Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- The inspector viewed the nursery and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want children to learn.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke to staff about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector carried out joint observations of a group activity with the manager.
- Parents shared their views of the nursery with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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