

Inspection of Little People Bramley

McLaren Fields, Lower Town Street, Bramley, Leeds, West Yorkshire LS13 3EN

Inspection date:

1 August 2023

Overall effectiveness

Requires improvement

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Staff offer activities that consider children's current interests and stages of development. However, they do not always support children to learn about the safety of resources that they use during activities. Leaders also do not consistently know what is being used in the rooms during children's play and the impact of this.

Nevertheless, children feel emotionally secure. They are happy and arrive excitedly to the nursery. They have clear bonds with their key person, who they seek out for a cuddle, if needed. Staff are responsive to children's needs and ensure that they feel heard and valued. Children behave well. Staff model positive behaviours, such as encouraging the use of manners and respect towards each other. Children take turns and share resources with minimal adult support. They show a good understanding of why this is important and fair. Children's emotional development is supported well.

Managers plan a curriculum effectively, which is based on ensuring that children are ready for the next stage in their education. They organise the environment to encourage children to explore their interests. Staff use assessments to plan for children's next steps in learning. Overall, children make good progress.

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

- Staff promote children's physical development in the nursery. Children develop muscle strength in their hands, such as when they create sea creatures by manipulating play dough. They regularly access the large outdoor environment. Staff use this space to encourage children to climb and balance. Children ride bicycles in between cones, as staff ask them to 'weave' their way through. This promotes the beginning of children following healthy lifestyles.
- However, staff plan some activities that are not always appropriate for children to explore unsupervised. For example, they create a mark-making activity with salt and lollipop sticks. Some children use the sticks to scoop the salt and ingest this. Staff remove the activity and provide drinks of water. However, they do not adequately support children to understand how to remain safe during activities.
- Leaders focus on staff's well-being as a priority. Staff discuss feeling supported by the management team. Managers consider staff's workload. Staff take pride in their roles and independently access training to develop their own practice. Leaders organise external training to develop the nursery as a whole. For example, staff attended Makaton training to further develop children's communication skills.
- Staff place a large emphasis on developing children's language and communication skills. Staff sing nursery rhymes to children during their play. Children play 'bus bingo' and sing songs such as 'The Wheels on the Bus'. Staff

read books regularly to children throughout the day. Occasionally, however, quieter children and children with potential delays in their development do not receive the same focused teaching as the most confident children. This means that those children do not always make the best possible progress in their language development.

- Staff have strong relationships with parents and carers. Parents are involved in the spending of additional funding to support their child's development. They comment that they feel involved in the assessment process and staff consider their views when reporting on their children's development. Parents are happy with the care provided by the nursery.
- Children are encouraged to be independent and make choices in their play. Staff offer multiple choices of activities and allow children to choose their preferred one. This helps children to feel respected in the setting. Staff support children to maintain good hygiene. Children wipe their noses independently in front of a mirror and even the youngest children wash their hands at low-level sinks.
- Leaders create good links with other agencies involved in children's care and development. They work well with each child's family so they can support them effectively. Staff attend meetings to ensure that they are involved in making individual plans for each child's learning. This information is used to plan for children's future development at the setting.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a clear understanding of child protection issues. Staff can discuss the procedure they would follow to report a concern about a child and to accurately record disclosures made by children. Staff understand how to deal with any concerns about their colleagues and other professionals. Staff know the signs of children being groomed and radicalised. Leaders attend external safeguarding training and quiz staff on their safeguarding knowledge during staff meetings. They make contact numbers for local safeguarding professionals readily available for staff. The building is secure, with the use of high handles and gates to keep children safe.

What does the setting need to do to improve?

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

	Due date
improve staff's understanding of how to ensure that children understand risks during activities to keep them safe.	30/08/2023

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

- strengthen teaching to ensure that all children, including those with potential delays in their development, are supported to make the best possible progress in their language development.

Setting details

Unique reference number	EY294763
Local authority	Leeds
Inspection number	10289486
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 5
Total number of places	81
Number of children on roll	89
Name of registered person	Little People (Staningley) Limited
Registered person unique reference number	RP519365
Telephone number	01132577422
Date of previous inspection	27 November 2017

Information about this early years setting

Little People Bramley registered in 2004 and is located in Leeds. The nursery employs 20 members of childcare staff. Of these, 15 staff hold appropriate early years qualifications. One member of staff has a level 4 qualification, 10 staff at level 3 and four staff at level 2. 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

Abby Clarkson

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 manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out a joint observation of an activity with the manager and evaluated this.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.

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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