

# Inspection of 22 Street Lane Nursery

Wingfield House, 22 Street Lane, Roundhay, Leeds LS8 2ET

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Inspection date:

21 February 2024

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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

Outstanding

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

### **The provision is outstanding**

Leaders and managers are extremely passionate about providing high-quality care and education at this inspiring nursery. Staff are nurturing and caring towards children and their families. Leaders and managers construct a curriculum that is ambitious and offers a wide range of experiences for children to explore the world around them and learn about their community. For example, children visit the local shop and care home. They experience trips to the park and grow their own vegetables. Children learn about the life cycle of animals. Children gain the knowledge and skills they need for the next stage in their learning.

Staff are excellent role models and have high expectations of children's behaviour. They clearly explain and remind children about the rules in the nursery. Staff react swiftly when they see children that may need support to resolve minor conflict. Children learn to cooperate with each other and take turns. They instinctively say 'sorry' as they bump into their friend and ask if they are alright. Children help their friends to find the resources they need. They have consistently positive attitudes to their play and learning. Children's behaviour is excellent, and they feel safe and secure.

Children arrive happy and eager to start their learning. Leaders provide an environment where children are highly motivated. Children are very eager to join in the activities that are available. They take delight in the regular baking activities and show high levels of concentration as they hammer a nail into a piece of wood. Staff ensure that children wear appropriate clothing to be able to fully explore the extensive outdoor area, in all weather. Children laugh and giggle as they run and jump in puddles, splashing each other.

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

- Staff encourage children to develop their independence skills. Babies learn to feed themselves with a spoon and learn to drink from an open cup. Older babies learn to use a fork and begin to pour their own drinks. Older children continue to develop these skills as they learn to use a knife and fork and serve their own food. They learn about portion size and healthy eating. All children become independent learners.
- Staff support children's communication and language skills extremely well. They model language through discussions with children and reading stories. Staff sing to children throughout the day. Children join in with the words and actions. They guess which song staff are playing on the piano and eagerly start to sing. Staff have core stories and songs they want children to learn. Children look at books independently and have access to a lending library to take books home.
- Children develop excellent literacy and mathematical skills. Staff model

mathematical language very well during children's play. Children use numbers spontaneously in their play. They confidently count beyond ten as they stamp through the puddles. Staff support children to notice the patterns that they make. They provide opportunities for children to make marks for a purpose. Staff encourage children to use a range of mark-making tools. Children paint and draw confidently. Staff encourage children to write their names on their pictures.

- The support for children with special educational needs and/or disabilities (SEND) is excellent. The knowledgeable special educational needs coordinator (SENCo) is aware of the individual needs of all children. Staff put effective individual plans in place to support children. Leaders and managers use additional funding effectively to support children's individual needs. Staff work closely with parents and outside agencies. They ensure that they share targets with parents and staff working with children.
- Staff inform parents of their children's learning and development. They share information with parents through regular updates on an online app, daily discussions and parent meetings. Staff provide home-learning packs and share the 'dish of the month' to promote children's healthy eating. Parents are very complimentary about the nursery. They report their children make very good progress. Parents feel well informed and very supported by the nursery team.
- Leaders and managers have high aspirations for all staff. They encourage them to develop their practice and progress in their own learning. Staff use their personal skills to offer children wider experiences. They teach children words and phrases in different languages and share their musical skills. For example, staff play the piano and guitar with children. Leaders use effective supervision to identify areas for development. They focus training to the individual needs of staff and children. Staff feel extremely valued and supported in their roles.
- Leaders and manager ensure that children's safety is paramount. The nursery is safe and secure. Staff are very knowledgeable in their role of keeping children safe. The nursery holds an accredited award for keeping children safe. Leaders and managers provide first-aid training for children and their families.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## Setting details

<b>Unique reference number</b>	EY499584
<b>Local authority</b>	Leeds
<b>Inspection number</b>	10312990
<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 4
<b>Total number of places</b>	91
<b>Number of children on roll</b>	149
<b>Name of registered person</b>	22 Street Lane Holdings Limited
<b>Registered person unique reference number</b>	RP900225
<b>Telephone number</b>	03330 432222
<b>Date of previous inspection</b>	21 August 2018

## Information about this early years setting

22 Street Lane Nursery registered in 2016 and is located in Leeds. The nursery employs 38 members of childcare staff. Of these, 15 staff hold appropriate early years qualifications at level 3 and above, including two staff who hold qualified teacher status, one member of staff who holds early years teacher status and one member of staff who holds early years professional status. The nursery opens all year round, from 7.30am to 6pm, Monday to Friday except for bank holidays, the week between Christmas and New Year, and two staff training days. It provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Miriam Caldecott

## 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 manager 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 deputy managers, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The SENCo 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 on children's learning.
- Parents shared their views of the nursery with the inspector.
- The inspector carried out joint observations of group activities with the manager.
- 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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