The Tots Team (LS6)

Unique reference number (URN): 2808483

Address: Headingley Station Building, Kirkstall Lane, Leeds, LS5 3LD

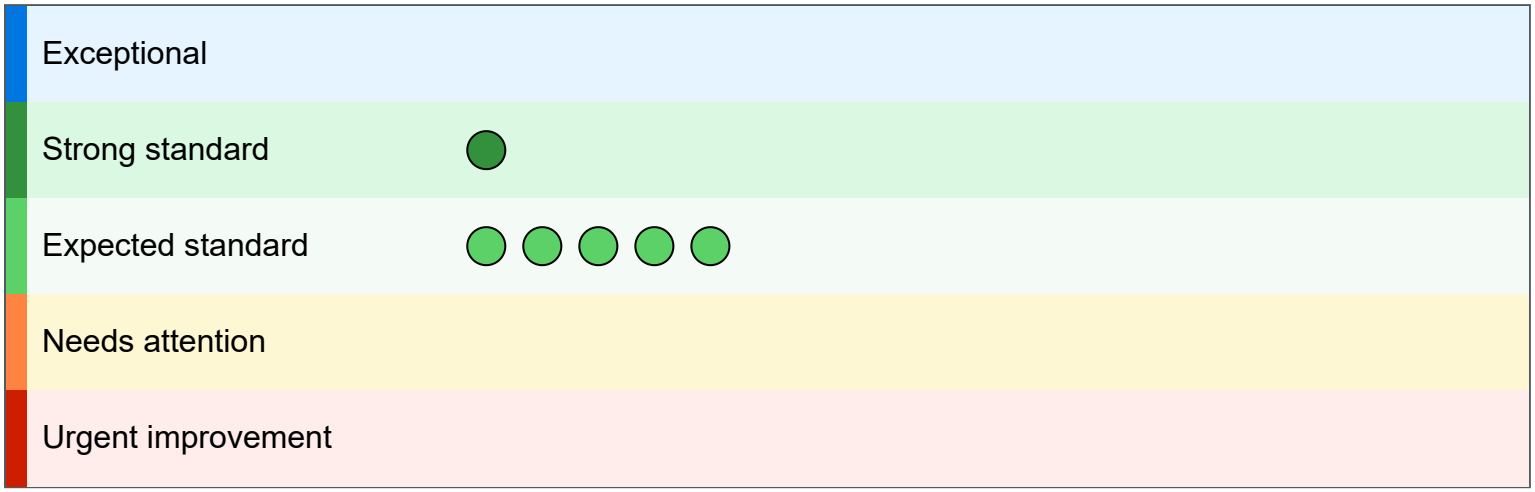
Type: Childcare on non-domestic premises

Registered with Ofsted: 11/10/2024

Registers: EYR

Registered person: THE TOTS TEAM (LS6) LTD

Inspection report: 29 January 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, children are made safer and feel safe.

How we evaluate safeguarding

When we inspect settings for safeguarding, they can have the following outcomes:

- Met: The setting has an open and positive culture of safeguarding.
- Not met: The setting has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard

Inclusion

Strong standard

Leaders have built a caring, highly inclusive nursery where every child is supported to succeed. Staff take time to understand each child's needs, especially those with special educational needs and/or disabilities, those who speak English as an additional language, disadvantaged children and those needing support from children's social care. Information from parents and carers, home visits, assessments, and professional advice are used to help staff understand children's strengths and challenges.

Leaders and staff work hard to consistently remove any barriers to learning. The curriculum is designed and implemented so all children can take part and feel included. Extra support is provided quickly when needed, with specially adapted resources for children who need help with behaviour or communication. Children with additional needs learn alongside their peers. They enjoy the same teaching and activities. Children's progress and wellbeing are reviewed regularly and effectively. Staff check how support is working and adjust it when needed. Leaders use early years pupil premium funding effectively to ensure disadvantaged children receive the right help at the right time.

Staff receive regular training to support all children. Leaders work closely with parents, external professionals, and social care agencies to make sure any needs are identified and met swiftly. As a result, children feel safe, included and supported.

Expected standard

Achievement

Expected standard

Children make encouraging progress from their starting points across the areas of learning. They follow daily routines and respond well to planned activities, which builds on what they already know and can do. Children communicate confidently with adults and their peers. They learn new words and use them during play and conversation. Children ask questions, share ideas and listen attentively during stories and group times.

Children with special educational needs and/or disabilities, disadvantaged children and those who may face additional barriers receive support that helps them take part in learning and make progress alongside their peers. Leaders and staff keep track of these children's progress and review support to make sure it is helping them move forward.

Over time, children gain the confidence and early skills they need for their next stage in learning. Children show increasing independence in managing their self-care needs, such as washing hands, putting on coats and tidying resources away. They confidently make choices, follow routines and show pride in their achievements. This supports children to become resilient learners who are well prepared for the expectations of school.

Behaviour, attitudes and establishing routines

Expected standard

Leaders and staff have high expectations for children's behaviour. Staff build warm, positive relationships with children. They set clear expectations for children's behaviour and manage routines consistently. Consequently, children follow the well-established routines and understand the rules and boundaries at the setting. Staff are positive role models who support children to learn to share and take turns. Staff offer lots of praise and reassurance, which helps to build children's self-esteem. All staff need to be consistent so that children know what is expected from them, for example encouraging children to always use their manners when asking for something. Children feel safe and secure to explore and engage in learning.

Children engage positively with their friends, developing a sense of belonging. Children happily join in with activities, showing increasing independence and willingness to 'have a go' and explore. They share their achievements, ask questions and show an interest in each other's ideas. For example, children make different items out of the play dough and discuss what they are making with their peers. Children are encouraged to take turns with the rolling pins.

Leaders and staff monitor children's attendance carefully. They work in close partnership with parents and carers to ensure children's regular attendance. This helps to support children's early education and develop good habits before they go on to school.

Children's welfare and wellbeing

Expected standard

Staff establish positive relationships with children. They are kind, caring and interact well with children as they play and during routine activities, helping children to express their emotions and how they are feeling. This builds children's confidence and sense of emotional wellbeing. Children build on their independence skills as they access a range of activities accessible to them. Staff provide meaningful opportunities to teach children how to keep themselves safe, and they are encouraged to take safe, manageable risks while balancing on the obstacle course and climbing the climbing wall. Children have regular opportunities to spend time outdoors and enjoy dance and yoga to strengthen their physical development.

Staff work in close partnership with parents and carers to ensure that routines from home are followed as closely as possible, such as sleep times. Leaders and staff follow safe sleeping procedures and make sure that children are monitored well as they sleep. Children benefit from opportunities that help them to recognise the importance of oral health. For example, staff teach children about making healthy choices, and they provide children with healthy, nutritious snacks and meals. Leaders have recently reviewed policies and procedures to promote children's welfare and wellbeing, and these now need embedding into everyday practice by all staff members to help children consistently make their own healthy choices.

Curriculum and teaching

Expected standard

Leaders demonstrate a thorough understanding of curriculum quality and teaching, making informed decisions to drive improvement. They regularly review and refine the curriculum in

response to children's needs and staff feedback. The curriculum meets all early years requirements, with purposeful activities that build language and mathematical skills. For instance, staff use effective questions while making play dough to introduce mathematical concepts. Children enjoy engaging activities, such as counting games, number songs and numeral recognition.

Physical, personal, social and emotional development is prioritised, with children encouraged to build relationships with their peers, self-serve at mealtimes and pour their own drinks. They participate in collaborative play and manage their own toileting hygiene practices as they get older. Staff adapt teaching for disadvantaged children and those with additional needs, making reasonable adjustments such as gradual starts and tailored resources.

Assessment is ongoing and informs teaching, with staff using effective systems and individual plans to ensure learning is matched to each child's starting point and stage of development. Staff communicate regularly with families, sharing progress and next steps, and they work together to ensure that every child receives the support they need to succeed. The curriculum is well taught, and children make steady progress across all areas of learning. To strengthen teaching further, leaders should ensure that highly effective teaching is embedded to make every interaction a learning opportunity.

Leadership and governance

Expected standard

Leaders demonstrate a clear understanding of the setting's strengths and take decisive action to address areas for improvement. They regularly review systems and seek input from staff, ensuring that decisions are always in the best interests of all children, particularly those who are disadvantaged or have additional needs.

Staff report that they feel well supported by the provider, who fosters a positive and collaborative working environment. Leaders manage staff wellbeing by offering coaching, regular supervision and opportunities for professional development. Training is impactful, with staff completing relevant courses and applying new knowledge to their practice. Leaders foster a culture of high expectations and continuous improvement, regularly celebrating achievements and encouraging reflective practice among staff. They promote teamwork, open communication and a shared commitment to delivering quality care and education.

The setting's reflective culture ensures ongoing development and improvement. Leaders work closely with families and external agencies to ensure that all children receive the support they need. They monitor progress and review support regularly, making adjustments as required. The leadership team's commitment to ongoing development and inclusive practice ensures that the setting remains a safe, supportive and effective environment for all children.

What it's like to be a child at this setting

Children are happy, well settled and very much enjoy their time at the nursery. Staff are warm and welcoming and get to know the children very well. Children arrive happy and part from parents with ease. Leaders plan a varied and ambitious curriculum that is well sequenced across the rooms to promote children's continuous progress. The starting points of each child are gathered when children embark on their time at the setting. Staff skilfully build on these over time.

Children demonstrate high levels of engagement and enjoyment in their learning. For instance, babies enjoy filling and emptying containers in the sand as practitioners repeat words to progress their language development. This builds firm relationships between staff and babies, and supports the youngest children in gaining an understanding of new words. Children with special educational needs and/or disabilities receive a targeted approach to minimise any barriers to their learning. Staff work with professionals from other agencies and regularly reflect on the effectiveness of these approaches to help ensure that all children make steady progress.

Children have a real sense of belonging at the nursery, where staff prioritise their wellbeing. Children behave well. They treat each other, staff and the nursery with respect and kindness. Children play well together inside and out. They are supported well to share resources and take turns with equipment, such as pipettes during a colour-mixing activity and rolling pins during a play dough activity. Staff purposefully place out less equipment than the number of children using it to encourage sharing and turn-taking. The key-person system is highly effective. Staff work closely with parents to support a cohesive approach to ensuring children's progress. This further supports children's sense of belonging and enables them to thrive at the setting.

Next steps

- Leaders should ensure that highly effective teaching is embedded to make every interaction a learning opportunity.
- Leaders should ensure all staff are consistent and have the same high expectations when encouraging children to use their manners.

About this inspection

The inspector spoke with leaders, practitioners, the special educational needs coordinator, safeguarding lead and parents 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.

Inspector:
Claire Owen

About this setting

Unique reference number (URN): 2808483

Address:
Headingley Station Building
Kirkstall Lane
Leeds
LS5 3LD

Type: Childcare on non-domestic premises

Registration date: 11/10/2024

Registered person: THE TOTS TEAM (LS6) LTD

Register(s): EYR

Operating hours: Monday,Tuesday,Wednesday,Thursday,Friday : 07:30 - 18:00

Local authority: Leeds

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

This data is from 29 January 2026

Children numbers

Age range of children at the time of inspection

0 to 4

Total number of places

55

Our grades explained

Exceptional 🔵

Practice is exceptional: of the highest standard nationally. Other settings can learn from it.

Strong standard 🟢

The setting reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard 🟢

The setting is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention 🟠

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement 🔴

The setting needs to make urgent improvements to provide the expected standard of education and/or care.

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