

Inspection of Springwood Nursery

3 Springwood Road, LEEDS LS8 2QA

Inspection date: 31 May 2022

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

Children thrive at this homely nursery. Staff think about the learning environment very well indeed, so that all children can access and enjoy a very wide range of learning opportunities. Children are supported and challenged in their learning by responsive staff, who extend their interests and prior learning. For example, children predict what the inside of certain fruits look like. They then test their ideas by cutting the fruit with knives and making it into smoothies to taste. Children develop their motor skills by making intricate models. They work collaboratively outdoors and support each other. For example, they weave fabric through wire mesh and try to channel water into a small vessel. Younger children are encouraged to play by older children, who take pride in looking after them.

Children take pride in their environment. They recognise when something needs to be tidied and do so without being prompted. They enjoy organic homemade food, which their chef proudly serves them. Older children talk happily over the lunch table, showing excellent conversational skills and superb manners. Leaders have implemented an exciting curriculum. They ensure that children have access to a broad range of activities which develop their skills and knowledge. Staff support opportunities for children's play with regular trips to forest school and the local library. They provide yoga and drama classes to enhance children's learning experiences. Children with special educational needs and/or disabilities (SEND) are very well supported from staff, who work very closely with other partners. Parents are highly complimentary about the setting, and the work that leaders and staff do to support them.

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

- Children's behaviour and attitudes are exemplary. They have exceptional levels of engagement. Children concentrate deeply, remain on the task and seek challenge in their self-chosen play. For example, when children create models, they seek to add intricate pieces which require them to cut, roll and stick very carefully. Children make friendships as they explore their exceptional learning environment. They help each other balance as they move across the climbing frame and carry a pretend heavy pan of 'soup' together across the mud kitchen. Children of all ages work together to use large wooden planks to build complex constructions.
- Leaders have a very clear vision of the skills and knowledge they want children to acquire by the time they start school. This is shared consistently with staff and parents. Leaders use supervision sessions and training to ensure the highest standards of teaching are modelled and expected from all staff working with children.
- Babies delight in exploring their physical environment. Staff display resources at

babies' heights to enable them to access them. When babies indicate that they would like to play outside, staff intuitively respond to help them access the outdoors. Children benefit from extended settling-in visits to help them make secure attachments with their key person. This brings great comfort to parents and high levels of well-being for children.

- Leaders give staff the highest level of support for staff at the setting. Staff's well-being is prioritised by the caring leaders, as are their training needs. Leaders work hard to facilitate flexible working patterns for staff. This impacts positively on staff's retention and continuity for children.
- Staff give children's early language development a priority. They use daily circle times to give children the opportunity to develop their language. Pre-school children engage in group discussions, developing their speaking and listening skills. Toddlers join in with actions and words at singing time. Babies point to pictures in books and smile, indicating that they want to hear the story again. When children play, staff model language very well.
- Partnerships between staff and parents are a strength at the setting. Staff give parents clear information about their child's development. Staff and parents work respectfully, and in partnership to support children's behaviour at home. Staff forge wider partnerships with other professionals to enable children with SEND to thrive.
- Staff know what children can do and understand what they need to do next. They take into account the views and knowledge of the wider staff team. This ensures a very thorough appraisal of children's current learning and development, to help staff plan for children's next steps in learning.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a comprehensive understanding of the different types of risk that children may face. They know what to do if they have concerns about a child. Leaders are proactive at ensuring that staff have the most up-to-date training. They engage in continuous dialogue with staff during meetings to ensure that training has impact. Safeguarding is viewed as an integral part of the work of the setting. Staff are vigilant and responsive to any concerns. They have been well trained in the safe use of the new, challenging outdoor area and the forest-school sessions, which children benefit from. Children are taught to use tools, such as knives safely. They are encouraged to risk assess their own environment, considering if something might be dangerous. For example, if water is spilled on the floor, they immediately wipe up. Staff use risk assessments and policies to underpin the safe provision in every area of the setting. Leaders follow strict recruitment and induction procedures, and regularly reviews staff's ongoing suitability. This means that those staff working with children are suitable.

Setting details

Unique reference number	EY447898
Local authority	Leeds
Inspection number	10229616
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	1 to 4
Total number of places	48
Number of children on roll	83
Name of registered person	New Springwood Nursery Limited
Registered person unique reference number	RP902487
Telephone number	0113 265934
Date of previous inspection	28 February 2017

Information about this early years setting

Springwood Nursery registered in 1998 and is located in Leeds. The setting employs 26 members of childcare staff. Of these, 21 hold appropriate early years qualifications at level 3 or above, including two who hold qualified teacher status. The setting opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The setting provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Lucy Patrick

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Children spoke to the inspector during the inspection.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022