

Inspection of Leaffield House Nursery

Leaffield House, 107-109 King Lane, Leeds LS17 5BP

Inspection date: 11 September 2025

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Inadequate

What is it like to attend this early years setting?

The provision is good

The provider and staff have worked hard to address previous weaknesses. They plan a clear and ambitious curriculum for all children. There is a clear progression of skills that enable children to be ready for the next stage in their learning. Children receive the support they need to make good progress in their learning.

Staff know children well and form warm and positive relationships with them. Children feel safe and secure in their care. Staff provide an environment where children are calm and settled. Children show good levels of engagement in their play. Staff listen and respond to what children say and do. This helps children feel valued and their views are listened to. Staff teach children to listen and follow instructions. Children learn to take turns and follow the rules of games.

Staff support children's physical development well. They encourage young children to develop their core muscles. Staff hold out their hands to help steady babies as they learn to stand unaided. They celebrate their efforts and achievements warmly. Older toddlers enjoy running and kicking a ball. Children develop their physical skills as they move their bodies in different ways. They become confident in their movements. Older children create their own obstacle courses. Staff provide opportunities for children to develop their small muscles. This helps children to develop the skills they need when they move on to school.

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

- Leaders and managers support staff to understand and implement the new curriculum. Experienced staff provide effective support for less experienced staff. This helps all staff to develop and understand the skills they need to teach children. The curriculum needs to be embedded securely so that all staff consistently implement this in practice to ensure the standard of teaching is raised to the highest level.
- Children develop good communication and language skills. Staff engage in back-and-forth conversations with all children. They model the words they want children to learn. Young children practise the language skills as they babble and interact with staff.
- Children develop a love of reading. Leaders and managers plan core stories and rhymes they want children to learn. Staff read these stories throughout the day and plan activities to extend their learning. For example, older children enjoy listening to 'We're Going on a Bear Hunt' and then go on a bear hunt outside. Children use the vocabulary they have learned.
- Occasionally, staff ask questions in quick succession or ask children questions that limit their responses. For example, staff ask, 'What colour is it?' This does not consistently support children to have time to answer the questions or

develop their thinking skills.

- Staff use number names and introduce shape into children's play. They count the rings as babies stack them. Staff encourage children to look at the different shapes as they use a shape sorter. They model the names as children look for the matching shape. Children become confident in using number names in their play. For example, children say, 'I have two' as they hold up two objects. This helps children develop their mathematical skills.
- Routines at mealtimes are well embedded and help to foster children's independence. This is sequenced across the age groups so that children build on what they know and can do. Children become confident in managing their own needs.
- Children enjoy daily exercises that encourage them to develop a healthy lifestyle. Staff help them to understand the need for sun cream and hats when spending time outside. Children learn to wash their hands before eating and talk about their favourite fruits.
- The provider and staff have good relationships with parents and carers. They share information between them effectively. This helps to promote a consistent approach to meet children's individual needs. Parents feel well informed of what their children are learning. Staff support families to continue this learning at home.
- Leaders and managers evaluate the quality of learning experiences and practice well. They complete observations to identify key strengths and areas to develop staff's practice. Staff supervisions identify individual targets and areas where they require more support, coaching and training.
- Leaders have met their statutory duty to report a significant event to Ofsted. They have taken action to ensure children are adequately supervised at all times, in particular during the transitions from outside to inside.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

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

- continue to embed the curriculum intent to ensure that it is consistently and effectively implemented in practice to the highest level
- support all staff to develop their questioning skills so that they consistently allow children time to think and respond.

Setting details

Unique reference number	2732622
Local authority	Leeds
Inspection number	10414851
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	115
Number of children on roll	58
Name of registered person	Leafield Group Ltd
Registered person unique reference number	2732620
Telephone number	07791356488
Date of previous inspection	11 June 2025

Information about this early years setting

Leafield House Nursery registered in 2023. The setting is open from 7.30am to 6pm, Monday to Friday, all year round, except for one week at Christmas. The setting employs 20 members of childcare staff. Of these, 15 hold relevant childcare qualifications at level 2 and above, including two at Level 6 and one with qualified teacher status.

Information about this inspection

Inspectors

Miriam Caldecott

Jennifer Dove

Inspection activities

- This re-inspection was carried out and included information from a risk assessment, following information received from the provider.
- The manager joined the inspectors on a learning walk and talked to the inspectors about their curriculum and what they want their children to learn.
- The inspectors talked to staff at appropriate times during the inspection and took account of their views.
- The inspectors observed the interactions between staff and children.
- The manager and the inspector carried out a joint observation during a focus activity.
- The inspectors 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 inspectors.
- The inspectors spoke with the nominated individual and manager about the leadership and management of the setting.
- The nominated individual showed the inspectors 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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