

Inspection of Rose Garden Leeds Ltd

Rose Garden, Unit 10, The Sugar Refinery, 432 Dewsbury Road, Leeds LS11 7DF

Inspection date:

1 May 2025

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Leaders design the curriculum to cover all seven areas of learning so that children gain an understanding of key knowledge. However, the focus is very broad and aimed at children with higher levels of development. Therefore, some planned activities are not appropriate for many of the children present. This means that all children do not make consistently good progress. However, staff are kind and caring to children. They establish warm and positive relationships with children, who seek them out for comfort and reassurance.

Children do engage with different resources in this welcoming, clean and well-resourced setting. They enjoy focus activities that develop their listening and attention skills, such as story time. Staff encourage children to join in enthusiastically with familiar songs and rhymes. Children welcome each other with smiles and waves. Staff support them to show some understanding of the expectations for their behaviour and boundaries.

Leaders are reflective and understand that the setting needs to improve in some areas. Together with the staff team, they are committed to improving outcomes for the children who attend. However, leaders do not identify some weaknesses in staff's practice through effective supervision sessions and monitoring. Leaders often work in ratios with children. This means that their focus is on children, and not on developing staff's knowledge and skills.

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

- Leaders know what knowledge and skills they want children to learn during their time at the setting. They plan some interesting activities to help children to make some progress in aspects of their learning. However, the aim of some activities is too high for the current cohort of children. For example, staff plan an activity that is intended to help children to learn to count an irregular group of objects to 10. However, many of the children present are not yet secure in counting to three. This means that the activity is too difficult and not appropriate for some children.
- Staff are experienced and supportive of each other. They form a cohesive team. Although they hold appropriate early years qualifications, some staff have identified that they would benefit from additional training to refresh their knowledge of child development. Staff do not receive consistent support to improve their practice so that they engage in high-quality interactions with children.
- Children behave well during small-group activities, such as story time and lunchtime. During these structured activities, staff make their expectations for children's behaviour clear. At these times, children demonstrate good listening

skills and engage positively with each other. However, during unstructured play times, staff do not always reinforce their expectations, and therefore it takes children longer to understand what is expected. This results in some children ignoring instructions and becoming disruptive to the play of others.

- Staff talk to children throughout the session to develop their communication skills. They talk fondly about children's siblings, which gives them the confidence to join in, adding information about what they are doing at the weekend. Staff regularly share books with children, who snuggle up to them for extra comfort. They are attentive and listen well, looking at the illustrations on each page as staff read aloud.
- Staff have established effective methods to keep parents and carers up to date with detailed feedback about their children's time in the setting. They provide home learning packs for children to complete at home.
- Staff sing familiar songs during each session to help children to learn about rhyme and develop their vocabulary further. Conversations take place during the whole session. However, staff do not always take account of how children develop their communication skills. For example, they do not allow children time to process and respond to questions.
- Parents and carers comment on how well the setting has helped their children develop their independence skills, which have transferred to home. For example, children are now able to remove their own coats and shoes independently.
- There is a key focus on supporting care practices and children's mental health. Staff promote these in various ways, including a toothbrushing programme, giving children nutritious snacks and encouraging healthy packed lunches. Staff are attentive. They give encouragement and praise to children. This helps children to feel valued and develop positive self-esteem.

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

	Due date
design and implement a robust curriculum that consistently meets the needs and developmental stages of all children	14/07/2025

monitor staff's practice more effectively, to identify strengths and areas for improvement and provide focused support to aid their continuous professional development.	14/07/2025
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To further improve the quality of the early years provision, the provider should:

- support children to understand the boundaries in the setting and the expectations for their behaviour more effectively
- adapt communication skills to better meet the needs of all children.

Setting details

Unique reference number	2724596
Local authority	Leeds
Inspection number	10392868
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 3
Total number of places	28
Number of children on roll	18
Name of registered person	Rose Garden Leeds Ltd
Registered person unique reference number	2724598
Telephone number	07721 313433
Date of previous inspection	Not applicable

Information about this early years setting

Rose Garden Leeds Ltd registered in 2023 and is located in Leeds, West Yorkshire. It employs a manager and two members of childcare staff. Of these, two staff members hold appropriate early years qualification at level 3. The setting opens from Monday to Friday, during term time, except for bank holidays. Sessions are from 9.15am to 2.30pm on Monday, and from 9am to 4.30pm from Tuesday to Friday. The setting provides government funded childcare.

Information about this inspection

Inspector

Jane Mumby

Inspection activities

- The manager and the inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- The inspector spoke to the children to find out about their time at the setting.
- Staff spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided and assessed the impact on the children's learning.
- The manager and the inspector carried out a joint observation.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager provided the inspector with a sample of key documentation on request.

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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