

Inspection of St Leonards Day Nursery

St Leonards Church, Langley Crescent, Sheffield S5 7NZ

Inspection date: 16 January 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and settled at the setting. Caring and enthusiastic staff welcome them at the start of each session. Children excitedly find their picture to self-register and place it on their peg before independently hanging up their coat and changing into their indoor shoes. Children are pleased to see their friends upon arrival and eagerly join in with the activities set out to engage them in learning.

Staff support children expertly as they play. They extend children's learning, following their interests. For example, as children enjoy digging for 'gold' in the pirate-themed sand tray, staff encourage them to count the 'gold' and find the treasure chest with the matching number. Staff talk to children about what they are doing. Children develop their language skills, for example, when staff introduce new vocabulary, such as 'telescope'. Children behave well. Staff are positive role models and have high expectations of children. Children receive lots of encouragement and beam with pride as staff praise their achievements.

Staff ensure that children have regular opportunities to explore and play outside. This has a positive impact on children's health and well-being. It gives them a wide variety of opportunities to practise and develop their physical skills as they run, jump, climb and throw. Children learn to share and take turns with play equipment, gently guided by attentive staff.

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

- Children with special educational needs and/or disabilities (SEND) progress well. Staff monitor and observe children to identify any additional needs and, when needed, seek further support from external agencies. This ensures that all children receive the support they need to reach their full potential.
- Leaders and staff establish friendly and positive relationships with parents and carers. They share information about children's individual care achievements verbally and through an online system. Staff invite parents in for events and to join them on nursery trips. This effective communication supports continuity in all children's care and learning. Parents highly recommended the care and learning that the setting provides.
- Staff encourage children to be independent. Children take off and put on their own coats and shoes, use the toilet and wash their hands independently, pour their own drinks and self-serve at mealtimes. This gives children a sense of responsibility and high self-esteem.
- Staff value and respect the varied cultures and experiences of children who attend the setting. They help children to celebrate these. Children explore similarities and differences between different faiths and cultural communities. Children have access to a variety of traditional dress, which they can try on in

the home corner. Staff invite parents to cook traditional dishes and bring them in for children to try. Staff display a family tree that includes pictures of families of differencing faiths wearing traditional dress celebrating different religious festivals. These activities positively promote the diverse world in which children live.

- Staff actively support children's communication and language skills. They recognise the importance of supporting children who speak English as an additional language. Staff take the time to learn some important phrases and words from the children's first languages and use communication in print. This supports children to develop their communication skills. However, staff do not plan the use of books and nursery rhymes as effectively to further promote children's communication and language and their love of reading.
- The setting promotes healthy eating and an active lifestyle. Staff ensure that children have a choice of healthy snacks and meals. They understand the importance of promoting good oral hygiene. Staff encourage children to participate in a toothbrushing programme at the setting. They also send toothbrushes, toothpaste and information guides home for parents to use with their children.
- Leaders value their staff team. They empower staff to use their strengths and knowledge to enhance the setting. Staff report high team morale. They feel well supported by managers, which promotes a harmonious learning environment for children. Leaders try to hold regular appraisals with staff but do not consistently identify a programme of appropriate training and professional development. This can result in some staff not having the knowledge to enhance children's learning to the best of their ability.
- Staff have high aspirations for children's behaviour. Children respond to staff's gentle reminders to use their manners when asking for snack. They happily share toys with their friends.

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:

- enhance children's love of reading and promote their communication and language further, such as by planning how books and nursery rhymes can be used more effectively
- implement a clear plan for staff's professional development to close any gaps in their knowledge and enable staff to fully support all children in their care.

Setting details

Unique reference number	300739
Local authority	Sheffield
Inspection number	10368554
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	38
Name of registered person	Moore, Susan
Registered person unique reference number	RP512781
Telephone number	0114 242 2466
Date of previous inspection	26 March 2019

Information about this early years setting

St Leonards Day Nursery registered in 1995 and is located in Sheffield. The nursery employs seven members of childcare staff, all of whom hold an appropriate early years qualification at level 3. One member of staff holds a level 5 early years qualification. The nursery opens Monday to Friday, during term time. Sessions are from 8.30am until 4.30pm. The nursery provides government funded childcare.

Information about this inspection

Inspector

Claire Owen

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and the inspector completed a learning walk together of all areas of the setting and discussed the early years foundation stage curriculum.
- Children spoke to, and communicated with, the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator 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.
- The inspector carried out joint observations of group activities with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

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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