

Little People Bramley

Unique reference number (URN): 2791638

Address: Little People Nursery, Lower Town Street, Bramley, LEEDS, LS13 3EN

Type: Childcare on non-domestic premises

Registered with Ofsted: 16/07/2024

Registers: EYR

Registered person: Little People (Bramley) Limited

Inspection report: 25 August 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

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.

Expected standard

Achievement

Expected standard

Children, including those who may face barriers to their learning, make steady progress from their individual starting points. They are prepared for the next stage of their learning, including school. Children steadily develop and apply new skills across the seven areas of learning. They build on previous experiences and knowledge, enabling them to become increasingly independent and capable learners as they move through the nursery.

From infancy, babies begin to develop social and emotional awareness. They enjoy cuddles as they listen to stories, and they develop strength and control over their muscles to build towers and knock them down again. Babies increasingly participate in daily routines and make simple choices linked to their care and wellbeing. As children move into the toddler room, they build on these foundations by expressing their preferences, making choices in their play and beginning to cooperate with others, including learning to take turns. Children build a track for trains and take turns to propel the trains around it. By the time children reach pre-school, they demonstrate increasing independence and confidence. They share their ideas, negotiate with friends and independently manage age-appropriate care and life skills. Through their self-chosen play, children confidently apply their developing knowledge and skills, demonstrating the progress they have made throughout their journey in the nursery. For example, children negotiate the roles they will undertake in their 'talent show', including responsibilities for ticket sales and seating preparation.

Behaviour, attitudes and establishing routines

Expected standard

Leaders and practitioners establish clear and consistent expectations for children's behaviour and attitudes to learning. Typically, staff support children to understand routines and boundaries, helping them to feel secure and develop confidence within the setting. Children are encouraged to listen, take turns, cooperate with others and engage in learning experiences. Where incidents of unwanted behaviour occur, practitioners respond appropriately and help children understand expectations. For example, staff provide distractions for younger children or extra resources to support children to tolerate playing alongside each other before they can share.

Staff interact respectfully with children, gaining their attention, listening to their views and responding sensitively to their needs. Children are encouraged to make choices and develop increasing independence throughout daily routines. For example, staff seek children's consent during care routines, such as nappy changing, helping children to understand their rights and develop a sense of autonomy. Children are supported to manage aspects of their self-care and take increasing responsibility for age-appropriate tasks. For example, children self-serve their lunches, pour their drinks and clear away their plates once finished. Through taking responsibility for routine tasks, children develop a sense of ownership of the classroom environment and generally understand their role as valued members of the nursery community.

Practitioners help children to develop the skills needed to engage in learning and manage their behaviour. They use targeted strategies, including individual support plans where

appropriate, to help children develop attention, concentration and self-regulation skills. As a result, most children are increasingly able to focus on activities, follow routines and participate in learning experiences. Staff work closely with parents to understand children's individual needs and provide consistent support between home and the setting. Conversations about their families help children to feel valued, included and secure. Staff support children to recognise, express and manage their emotions. For example, in the pre-school room, children identify and discuss their feelings with staff, who help them reflect on emotions and develop strategies to resolve difficulties and manage their behaviour positively.

Overall, children demonstrate positive attitudes to learning. They are settled, confident and increasingly independent, benefiting from routines and interactions that support their emotional wellbeing, behaviour and engagement in learning.

Children's welfare and wellbeing

Expected standard 

Leaders and staff create a welcoming and inclusive environment for the children and families they serve. They have an appropriate understanding of the needs of their community and respond to the changing circumstances of children and their families. For example, the setting shares information with parents about safe sleep and screen time and educates them about the importance of regular attendance. This strengthens children's wellbeing by providing consistent support between home and the setting. Leaders and staff regularly work with other professionals, including the local authority and relevant support services, to help ensure that children and families receive any additional support they may require. For example, the setting provides a food and clothes bank that families can utilise, and works closely with community groups to support families who face challenges due to the cost of living. Additionally, they work flexibly with parents to promote children's regular attendance. For example, they offer additional sessions throughout the summer to provide continuity of care, or change sessions to meet the needs of the family.

Since the last inspection, leaders have reviewed procedures to strengthen practice and ensure that children's welfare and wellbeing are central to their work. Staff access relevant training, which supports them to develop their knowledge and skills. Practitioners interact appropriately with children, communicating respectfully and taking account of their individual needs. For example, staff gain children's attention before communicating with them and use strategies, such as signing or objects of reference, to support children's understanding where needed. Children, particularly those with barriers to their learning, are given time to process information and respond. Daily routines are generally calm and unhurried. This helps children to develop their independence and communication skills. Children feel secure and cared for.

Curriculum and teaching

Expected standard 

Leaders have designed a curriculum that generally identifies the skills and knowledge children need to learn at each stage of their development. Leaders' oversight of the day-to-day practice is improved, and they ensure that staff understand how to implement the curriculum so that all children, including those who may face barriers to their learning or wellbeing, make progress from their individual starting points. Focus is placed on the prime

areas of learning, particularly children's speech, language and communication. Practitioners support this through planned experiences, teaching and interactions. For example, babies join in with familiar songs and rhymes. As practitioners sing, they allow for pauses that encourage babies to vocalise. For example, when they sing 'Five Little Ducks', babies respond with 'quack, quack, quack'. During sensory play experiences, children are introduced to new vocabulary such as 'squelch' and 'squish' when exploring mark-making with paint or when manipulating dough. However, staff's interactions with children are not consistently purposeful, which means that teaching does not consistently build on children's learning. For example, staff do not engage all children in mealtime discussions, appropriate to their age and stage of development.

Children's physical development is supported well. Staff recognise the importance of outdoor play and identify the limited experiences some children have for physical play at home. In response, they provide opportunities for children to develop their coordination, strength and control through a range of active experiences. For example, climbing, running and using bikes. Practitioners typically incorporate mathematical concepts into children's play. Older children use mathematics in meaningful contexts, such as counting attendees and creating tickets for a 'talent show', while younger children begin to develop early mathematical understanding through number rhymes and counting opportunities in play. However, mathematical skills are not yet consistently sequenced to build on the skills and knowledge young children have.

Inclusion

Expected standard 

Leaders typically identify children's needs quickly and accurately. Effective procedures are in place to gather information before children start, including details about their experiences, interests and family celebrations. This helps children feel valued and supports a smooth transition into the setting. Key persons prioritise strong partnerships with parents. They meet with parents to gather information about children's learning and development from the outset. This enables practitioners to plan appropriate learning experiences and establish effective communication channels to share children's progress and identify any emerging needs.

The special educational needs coordinator (SENCo) works closely with external professionals to access specialist advice and support. Leaders implement a graduated approach to supporting children who face barriers to learning. Practitioners observe, assess and plan targeted interventions to help children make progress towards identified outcomes. For example, they support children's speech, language and communication through modelling language, extending vocabulary and using visual cues and objects of reference. As a result, children typically make expected progress. Leaders are committed to further strengthening provision through additional specialist training, enhancing support for children with special educational needs and/or disabilities.

Leaders have a clear understanding of their community and work closely with families to meet their needs, placing children's wellbeing at the centre of their practice. Early years pupil premium funding is used effectively to support children and families, including assistance with equipment and clothing where needed. Leaders work in partnership with

parents to identify priorities and coordinate support, ensuring children receive the help they need to thrive.

Leadership and governance

Expected standard 

Ongoing reflections of the setting's strengths and areas for development enable leaders to take appropriate action to secure continuous improvement. Since the last inspection, they have strengthened staff's professional development, enhanced oversight of curriculum implementation and improved the monitoring of practice across the nursery. For example, leaders use daily room meetings to monitor safeguarding, review planned learning experiences and support staff to refine their practice, helping to ensure that children's needs are consistently met. These actions have contributed to the progress made by the setting and supported improvements in the quality of education and care.

Leaders responded appropriately to the welfare requirements notice and take timely action to address identified priorities. They have established a more strategic approach to monitoring and evaluation, enabling them to identify emerging needs, review the impact of changes and plan further improvements. Enhanced oversight helps leaders identify professional development priorities. For example, they work effectively with the local authority to provide targeted support and training for staff, including strengthening staff's understanding of safeguarding reporting procedures and their roles and responsibilities.

Leaders remain responsive to the changing needs of the setting and its community, helping to ensure that children receive appropriate care and support. Staff understand their roles and responsibilities and work together to provide positive learning experiences for children. They respond to children's interests and support their engagement in learning. Through regular communication, supervision and guidance, leaders ensure that staff understand expectations and are supported to implement the curriculum and care practices consistently. Strengthened supervision arrangements recognise staff's achievements while also encouraging ongoing professional reflection and development. For example, following training on babies' development, staff explore research on the barefoot approach to further enhance the experiences they provide. As a result, a culture of professionalism and continuous improvement is evident across the setting.

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

Children are welcomed into this friendly and nurturing nursery by staff, who know them well. Staff support children to settle quickly, helping them to recognise friends who are present

and make choices in their play. Children talk with familiar adults about their families and experiences, helping them to feel safe, secure and valued. For example, children enthusiastically recall a recent trip with their families and nursery to an adventure park. Other children enjoy interactive song sessions where they sing, dance and join in with actions, supporting their communication and physical development. Older children learn to play cooperatively through activities such as parachute games, where they develop skills in sharing, taking turns and considering the needs of others.

Children behave well because staff provide consistent expectations and familiar routines. They understand the rules of the setting and contribute to daily routines. For example, children help tidy resources before lunch and explain that they wash their hands 'to get rid of the germs'. They develop independence in managing aspects of their own care, such as feeding themselves using cutlery. Planned activities help children practise the skills needed for self-care. For example, children pour water between containers during play before serving their own drinks, and scoop sand before learning to self-serve food at mealtimes. Children develop the skills needed for the next stage of learning, including school. As they move through the nursery, they build their ability to listen, concentrate and follow instructions. For example, pre-school children search for minibeasts and use their observations to discuss features, such as how many legs they have.

Children, including those with special educational needs and/or disabilities and those who face barriers to their learning, make steady progress from their starting points. They develop their speech and language skills and learn ways to communicate their needs, ideas and experiences. Children who need additional support with communication receive targeted help to develop their understanding and expressive language. For example, they learn new vocabulary, use signing or objects of reference and take part in small-group activities and mealtime conversations. This helps children to develop the language skills needed to build relationships, seek support and share their thoughts and understanding with others.

Next steps

- Leaders should continue to strengthen staff knowledge and skills so that teaching consistently builds on children's learning and development.
 - Leaders should continue to review the curriculum for mathematics, so that progression in skills and knowledge is explicitly planned, across all age ranges within the nursery.
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About this inspection

The inspector spoke with leaders, staff, parents and children during this 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:
Leah Selfridge

About this setting

Unique reference number (URN): 2791638

Address:
Little People Nursery, Lower Town Street
Bramley
LEEDS
LS13 3EN

Type: Childcare on non-domestic premises

Registration date: 16/07/2024

Registered person: Little People (Bramley) Limited

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 25 August 2026

Children numbers

Age range of children at the time of inspection

1 to 4

Total number of places

81

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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