

Inspection of Leaps and Bounds Children's Nursery Ltd

Rossington All Saints Academy, Bond Street, New Rossington, Doncaster DN11 0BZ

Inspection date: 8 January 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Staff interact warmly and build strong relationships with children. They listen attentively to children and link their interests to activities. Staff recognise each child as an individual and value them highly. They understand and support children to settle back into their routines following the long Christmas break. This helps children to feel happy and settled. Staff manage children's behaviour well and have high expectations of them. They share the rules in the nursery with children and explain why some behaviour is not acceptable. Children behave well.

Staff use new knowledge from recent training to develop children's growing vocabulary. Children interact and engage with stories well, promoting their use of language. Enthusiastic staff create an atmosphere of fun and engagement when storytelling. Children confidently recall the story and point out deliberate gaps created by staff, demonstrating their understanding of the story. Children cuddle up with staff to read their favourite book. They join in eagerly when they sing action rhymes. Staff act as positive role models to children. They speak clearly and give children time to think and respond in conversations. This promotes their listening and communication skills and develops their use of vocabulary.

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

- The newly implemented curriculum builds on what children know and can do. Staff provide opportunities to strengthen children's knowledge and understanding through well-planned adult-led activities. However, staff have not fully considered how to consistently implement the curriculum through child-led activities, to further extend children's learning.
- Staff provide children with many opportunities to develop their physical skills. They teach children how to hold a paintbrush and draw in the sand. Babies have resources, such as soft play to build confidence in crawling and climbing. Older children learn to keep themselves safe as they navigate stairs to the home corner. Children make good progress in their physical development.
- Staff use effective observation and assessment procedures to monitor children's learning. They collate information from parents and use baseline assessments to create good starting points for children. Any gaps in children's learning are quickly identified and interventions are put in place to help children make better progress.
- Staff support children with special educational needs and/or disabilities (SEND) exceptionally well. They quickly identify children who may need additional support and are prompt to make a referral when needed. Staff take time to really know each child, including what they like and need and where they are developmentally. Small achievable targets are used consistently by staff. Leaders link well with both parents and professionals to ensure they are working

collaboratively to achieve the best outcomes.

- Staff introduce some simple mathematics into children's play. For example, they recognise shapes and count how many angles each shape has. Children solve problems as they match the patterns to join the jigsaws together. Children are starting to use mathematical language in their play.
- Children learn to do some things for themselves, such as putting on their coats and washing their hands. Younger children learn to feed themselves, and all children help to tidy up. However, at times, staff complete tasks such as pouring drinks and chopping up fruit that children can do for themselves.
- Staff provide children with a variety of healthy and home-cooked meals prepared fresh on the premises. They are aware of children's allergies and dietary requirements when serving food and ensure that these are adhered to. This supports children's physical well-being.
- Staff have regular training opportunities, including safeguarding, aspects of the curriculum and supporting children with SEND. However, more focus is needed in staff's professional development of teaching and learning, to support children to make the best possible progress and enable staff to identify more learning opportunities in child-led play.

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:

- develop further the implementation of the curriculum to strengthen children's engagement and learning through child-initiated play
- support staff to consistently enable children to do things for themselves to promote children's personal development to a higher level
- focus the professional development of staff on developing an expert knowledge of teaching and learning, so that children are supported to make the best possible progress.

Setting details

Unique reference number	2790481
Local authority	Doncaster
Inspection number	10376805
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	0 to 4
Total number of places	50
Number of children on roll	48
Name of registered person	Leaps and Bounds Children's Nursery Ltd
Registered person unique reference number	2790479
Telephone number	01302867531
Date of previous inspection	Not applicable

Information about this early years setting

Leaps and Bounds Children's Nursery Ltd registered in 2024 and is located in Doncaster. The nursery employs 14 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 2 and above, including two with level 6. The nursery opens Monday to Friday, for 50 weeks of the year. Sessions are from 7.30am until 6pm. The nursery provider offers the government funded places for childcare and receives specific funding for disadvantaged children.

Information about this inspection

Inspector

Jo Clark

Inspection activities

- The deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual/registered individual about the leadership and management of the nursery.
- Staff spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, and assessed the impact that this was having on children's learning.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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