

Little Owls Nursery Kentmere



Kentmere Avenue, Seacroft, Leeds, West Yorkshire, LS14 1BN

Inspection date	4 December 2017
Previous inspection date	13 November 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The management team works together extremely well and is strongly committed to raising the quality of the service. Managers are reflective practitioners and evaluate the provision effectively, actively seeking the views of staff, parents and children. Plans are well targeted to help maintain a good service for parents and a positive learning environment for children.
- Partnerships with parents are effective. Parents feel that there is a good two-way exchange of information with staff which helps them to support their child's learning and development at home.
- Children form positive relationships with staff and their friends. They are well behaved, polite and develop good social skills. They follow consistent guidance from staff and are encouraged to share and take turns as they play alongside each other.
- Leaders and staff work effectively with other professionals. Children who have special educational needs and/or disabilities, those who speak English as an additional language and those who receive additional funding all make good progress.
- Staff promote good language and communication skills. They skilfully provide small-group activities to help children gain vocabulary and develop their listening and speaking skills.
- Staff are deployed effectively and work well together. They share ideas and successfully support each other throughout the day to meet each child's needs.

It is not yet outstanding because:

- At times, staff do not give children enough time or opportunity to think for themselves.
- Systems to monitor staff do not yet have a strong enough emphasis on incisively evaluating their practice to help raise the quality of teaching to an outstanding level.

What the setting needs to do to improve further

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

- help children to think for themselves and give them time to consider their ideas before giving them an answer or asking the next question
- build on existing staff monitoring systems to focus more precisely on raising the quality of teaching to an outstanding level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager, deputy manager and children's centre teacher. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Jane Rushby

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff fully understand their roles and responsibilities and the procedures to follow should they have any concerns. Recruitment and induction procedures are effective in checking staff's initial and ongoing suitability. Risks are assessed well. For example, the deputy manager monitors the minor accidents children have and adapts routines if necessary. The manager analyses and reflects on the progress of individual and specific groups of children. This helps to identify any gaps in children's learning early and swiftly provides them with additional support. Targeted support is provided for children who join the nursery with starting points below that expected for their age. Supervision is in place and training is sought to improve staff practice, overall. The staff team works effectively together. Staff support children and their families very well. They work in strong partnerships with other professionals to support children's specialist care and learning needs.

Quality of teaching, learning and assessment is good

Children are provided with varied and high-quality resources. These are clearly labelled, accessible and entice children to play. Staff are very enthusiastic as they encourage children to join them as they sing. Children are excited as they practise their Christmas songs ready for their concert. Visual aids and signing are used to help enhance communication skills further. Babies and younger toddlers delight in playing with bubbles. They become excited as they pop them. Older children use their creative skills as they construct their own models. Children's mathematical skills are supported well. For example, children count how many plates they need at mealtimes. Babies and younger toddlers enjoy sensory play, such as playing with foam and dough. Babies have fun discovering how to use interactive toys. Furniture is arranged effectively so that they can practise new skills, such as walking and standing.

Personal development, behaviour and welfare are good

Strong key-person relationships are evident. Younger children seek out staff for a cuddle or a story. Older children enjoy lots of friendly conversations with staff, who know them and their family circumstances very well. The well-planned outdoor area offers children lots of scope to practise their physical skills with growing confidence and a good awareness of how to play safely. Children readily engage in conversation and express themselves confidently. They learn to do things for themselves, such as serving lunch and pouring their own drinks.

Outcomes for children are good

Children develop good early literacy skills and they listen to stories and join in with repeated refrains. They become confident, independent learners and socialise well with others. Staff use their good links with the schools that children go on to attend to support the transition process. Children are well prepared emotionally and with essential skills to make the move on to the next room and then on to school.

Setting details

Unique reference number	512412
Local authority	Leeds
Inspection number	1064233
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	50
Number of children on roll	79
Name of registered person	Leeds City Council
Registered person unique reference number	RP900804
Date of previous inspection	13 November 2013
Telephone number	0113 3782679

Little Owls Nursery Kentmere registered in 1998. The nursery employs 11 members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 and three hold appropriate qualifications at level 2. They open Monday to Friday from 8am until 5.30pm, all year round with the exception of bank holidays, the Christmas period and for five staff training days. The nursery closes at 4pm on the first Wednesday of each month for staff training. They provide funded early education for two-, three- and four-year-old children.

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