

# Little Owls Nursery Osmondthorpe

129 Rookwood Road, Leeds, West Yorkshire, LS9 0LX



## Inspection date

6 February 2018

Previous inspection date

23 September 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Staff work collaboratively with a range of professionals to implement individual education plans that enrich children's learning well. They provide good support to children who have special educational needs and/or disabilities.
- Staff invite teachers to visit the nursery to meet the children and share information about their achievements. Children benefit from good continuity in their learning and development.
- Staff provide targeted support for children who enter the nursery with starting points below those expected for their age. They use funding well to close any gaps in learning. All children make good individual progress from their starting points.
- Staff provide many different ways to share information with parents to enhance their child's learning. For example, they regularly invite parents to meetings and display ideas for learning at home.
- Children behave well. Staff are good role models who support children to learn how to manage their feelings and emotions.

### It is not yet outstanding because:

- Although good performance management systems are in place, leaders do not place a strong enough emphasis on incisively evaluating staff's practice to help raise the quality of teaching to an outstanding level.
- At times, adult-led activities do not precisely link to children's individual learning needs to ensure they have opportunities to make rapid progress.

## What the setting needs to do to improve further

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

- strengthen professional development and support all staff further, to raise the quality of teaching to a higher level
- increase the focus on what children need to learn next during adult-led activities to challenge and build on their learning further and help them to make rapid progress.

### Inspection activities

- The inspector took account of written feedback from a number of parents.
- 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 joint observations with the early years teacher.
- The inspector held a meeting with the leadership team. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.

### Inspector

Jane Tucker

## Inspection findings

### Effectiveness of the leadership and management is good

Leaders offer good guidance and support to the staff team. They carry out regular supervisory sessions, which allow staff to discuss their key-person role and any support they may need. Leaders regularly check and review the quality of the nursery and they track children's progress effectively. Where they identify gaps in children's learning, they target improvements in the nursery. For example, staff use small-group focused activities to support older children's understanding of shape, space and measure. The arrangements for safeguarding are effective. Leaders and staff know what to do in the event of a concern about a child in their care. Staff follow good practice for the use of mobile phones and other electronic devices. Leaders implement secure recruitment and vetting procedures to help ensure staff's suitability to work with children. Staff supervise children very well in all areas of the nursery, including the outdoor area to help keep children safe.

### Quality of teaching, learning and assessment is good

Staff support children's communication, language and mathematical skills well. For example, they provide opportunities for toddlers to show how they can listen and respond to instructions they hear. Older children enjoy singing songs and speaking in a group to share their ideas and thoughts. They have opportunities to express themselves and learn to describe shape through touch. Older children correctly name circles, squares, rectangles and triangles. Staff explain the difference between shapes and the number of sides they have. They give children a reason to count and hold up their fingers to reinforce their learning. Older children learn mathematical terms, such as 'bigger' and 'smaller' as they compare the size of their shapes.

### Personal development, behaviour and welfare are good

A well-established key-person system and effective settling-in procedures support children's personal, social and emotional needs well. All children form secure attachments with staff. Staff support children well through times of change. For example, older children look at photographs of their new school and talk about the uniform they will wear. Staff plan graduation parties to celebrate the end of children's time in the nursery and their achievements. This helps to raise children's confidence and self-esteem. Children have plenty of opportunities to be independent and active. They demonstrate their eagerness to participate in different activities that help to develop their physical skills. Children enjoy nutritious meals and snacks freshly prepared on site every day. They follow good hygiene procedures, which include washing their hands before food.

### Outcomes for children are good

All children make good progress in their learning and development. They acquire skills they will need for their move on to school. For example, toddlers show how they can follow and enjoy rhythmic patterns in rhymes as they tap their knees and clap their hands. Older children show how they can categorise objects according to their shape and confidently use the language for shape and size.

## Setting details

<b>Unique reference number</b>	512418
<b>Local authority</b>	Leeds
<b>Inspection number</b>	1122972
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	73
<b>Number of children on roll</b>	79
<b>Name of registered person</b>	Leeds City Council
<b>Registered person unique reference number</b>	RP900804
<b>Date of previous inspection</b>	23 September 2013
<b>Telephone number</b>	0113 249 7054

Little Owls Nursery Osmondthorpe registered in 1989. The nursery employs 12 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 2 or above and two are unqualified. The nursery opens Monday to Friday, all year round. Sessions are from 8.00am until 6.00pm. The nursery provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2018

