

# Little Owls Nursery Parklands

Dufton Approach, Leeds, West Yorkshire LS14 6ED



<b>Inspection date</b>	1 May 2019
Previous inspection date	10 December 2015

<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 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 manager and her senior leadership team, who are new to the nursery since the last inspection, have established a clear vision for the provision's future development. They evaluate all aspects of the teaching and care the well-qualified staff provide to ensure children make increasingly strong progress. Leaders and staff make effective use of research and training to support consistent improvement.
- Staff are very positive role models. Children learn to behave well and to be tolerant and considerate towards others. They successfully learn to take their turn and pay attention. Staff are very caring and vigilant. They ensure children are safe, secure and happy as they take part in the wide range of activities that are available.
- Staff provide imaginative and interesting resources to support activities which motivate and engage children's interests. For example, children thoroughly enjoy searching for spiders and other insects among the trees, sand play and climbing equipment in the outdoor play area.
- The staff's strong partnerships with parents and other settings children attend have an impact on children's successful learning. Staff keep parents fully informed of children's progress and development.
- Children make good progress from their individual starting points. They sometimes make outstanding progress. Staff work very well with other professionals, such as speech therapists and medical staff, to quickly identify and address any gaps in the children's learning.
- Although staff support the development of communication skills well overall, they do not consistently reinforce and extend children's new and emerging key vocabulary.
- Staff do not make full use of their very good relationships with parents to further engage them in supporting children's learning at home.

## What the setting needs to do to improve further

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

- build on strategies to consistently help children to reinforce and extend their new and emerging vocabulary
- enrich arrangements to further involve all groups of parents in supporting their children's learning at home.

### 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 completed a joint observation with the nursery manager and early years teacher.
- The inspector spoke to staff and children during the inspection.
- The inspector held meetings with the manager. He looked at relevant documentation, such as evidence of the suitability of staff.
- The inspector spoke to parents and took account of their views.

**Inspector**  
Andrew Clark

## Inspection findings

### Effectiveness of leadership and management is good

The management team has high expectations for everyone involved in the nursery to perform well. There are strong systems to gather the views of parents and involve them in supporting and improving provision. Procedures to develop the quality of teaching are effective and based on well-considered evaluations of staff's performance and the impact on children's achievement. Through self-evaluation procedures, managers set challenging targets for improvement. Safeguarding is effective. Staff have a good knowledge and understanding of how to keep children safe and secure. They take advantage of training opportunities to deepen and develop their understanding of child protection procedures. The manager keeps staff on their toes through regular supervision and staff meetings.

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

Staff make good use of rigorous assessments of children's progress to plan activities to help them achieve the next steps in their learning. They make good use of detailed information from parents, gained through the sensitive induction process, to identify children's starting points and provide future support. Staff use carefully considered procedures to plan activities to help children make good or better progress. Tasks are carefully matched to children's needs and interests. For example, children learn to develop constancy of number by matching objects linked to their interests in eggs and dinosaurs to written numbers. Older children learn to sequence a story and understand the different characters in a story through well-told traditional tales and fairy stories. The staff enrich children's learning experiences through specialist visitors, such as the creative arts project in partnership with the primary school based on the same site.

### Personal development, behaviour and welfare are good

The procedures to help children settle into nursery are excellent and ensure they rapidly develop in independence and confidence. Children are helped to be gentle and thoughtful to each other. They follow instructions well and learn to stay safe in different situations. They participate in self-registration activities which also support their early reading and writing skills. Children make a good contribution to keeping play areas organised and tidy. They develop an appreciation of healthy eating and good hygiene. Staff make good use of snack and mealtimes, for example, both to promote healthy lifestyles and develop social skills in the family group arrangements. A good proportion of children make very strong progress in aspects of their personal development, which contributes very well to their future learning, including starting school.

### Outcomes for children are good

Children make good progress from their individual starting points. Children, including those with special educational needs and/or disabilities, develop their ability to pay attention well and to express their views. Children make good progress in developing their physical skills. For example, they mix and stir different natural objects in their muddy kitchen role play. They ride wheeled vehicles with good awareness of others. Children are motivated and love exploring different sensory experiences with light and colour investigations in the sensory room or playing in sand, water and foams.

## Setting details

<b>Unique reference number</b>	512425
<b>Local authority</b>	Leeds
<b>Inspection number</b>	10064258
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	70
<b>Number of children on roll</b>	69
<b>Name of registered person</b>	Leeds City Council
<b>Registered person unique reference number</b>	RP900804
<b>Date of previous inspection</b>	10 December 2015
<b>Telephone number</b>	0113 2328099

Little Owls Nursery Parklands registered in 1998. The nursery employs 13 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3 or above, including two at level 6 and one with qualified teacher status. The nursery is open Monday to Friday from 8.30am to 11.30am and 12.15pm to 3.15pm, during term time only. It receives funding for the provision of early education for two-, three- and four-year-old children.

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