

Inspection of Little Owls Nursery Parklands

Duften Approach, Leeds, West Yorkshire LS14 6ED

Inspection date: 12 September 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is outstanding

The inspirational managers and dedicated staff provide a very welcoming, inclusive environment where all children thrive. Leaders and managers think carefully about the curriculum they provide for the children who attend the nursery. They sequence the curriculum effectively and build on what children know and can do. Staff consider children's starting points and individual needs. They use this knowledge to plan suitable activities to support children's individual learning. All children, particularly the most disadvantaged and children with special educational needs and/or disabilities (SEND), make rapid progress.

Staff provide a strong focus on encouraging children's personal development and gaining a sense of self-worth. They plan activities to develop children's self-esteem and independence. Children self-register and answer a 'question of the day' on arrival. Staff plan a range of activities that encourage children to explore their understanding and curiosity, such as enabling children to explore the powder paint. Children sprinkle it between their fingers and use their hands to create a picture. Staff then teach children the steps needed to mix the paint with water. Children are happy and have a positive attitude to their learning.

Staff develop extremely positive relationships with children and their families, starting at the home visits. They find out about their home life, experiences and interests. This helps children to feel safe and secure from their first day at nursery. Staff know children very well. This helps staff to support children's learning in a positive way. For example, when children display a need to throw objects, staff quickly identify this need and provide alternative, safe objects to throw. Children take delight in throwing a piece of material up in the air. Children show high levels of engagement as they practise this skill in a safe way.

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

- Staff are highly engaged with children. They are skilled in supporting children's communication and language development. Staff have a clear focus on the language they use with children. They speak clearly and concisely. Staff use key words with children who are developing their language. They plan the rhymes and a 'book of the month' that they want children to learn. Staff read and sing songs with children throughout the day. Children repeat the language they hear. They speak with increasing confidence and fluency.
- Support for disadvantaged children and children with SEND is outstanding. Staff quickly identify any additional needs or the support children may need, and swiftly put plans in place. The setting uses additional funding effectively to give children a wide range of experiences. Staff work closely with parents, schools and other agencies to ensure that children receive the best possible outcomes.

They teach children, who may need support during the day, to use individual visual timetables. Children learn to use these effectively. This helps children to follow the routines of the day and know what is happening next.

- The setting values and celebrates children's identity. Staff celebrate children's family life and individual circumstances. They display photographs of children and their families throughout the nursery. Families are welcomed into the nursery. They look through the family albums and see their home languages displayed on the notice boards. Children and families feel valued and respected.
- The setting supports children's mathematical skills very well across all ages. Staff expertly weave mathematical language and concepts into all aspects of children's play. They model counting 'one, two, three' as children wait to jump off the climbing frame. Staff ask questions to encourage children to think of solutions. They introduce new concepts, such as floating and sinking, as children explore the objects in the water tray.
- Staff plan effective transitions. They complete home visits and plan visits to the rooms in nursery. Key persons share the information about children with new staff. They work closely with schools to support children. Staff plan activities to help children understand what to expect at their new school. For example, children practise wearing the school uniform. Staff display pictures of school staff and the new environment in the role-play area. This helps all children to gain the skills and resilience they need when moving on to a different room or school.
- Effective supervisions support staff's professional development. Managers effectively evaluate staff practice. Where areas of development are identified, managers put in place robust support and training to ensure that all staff develop effective teaching skills. Managers identify key training needs from their evaluations of the nursery.
- Staff involve families in all aspects of the nursery. They share information about children's development and give advice on how to support children's learning at home. Staff listen to parents and involve them in their child's development. Parents feel that they have a voice.
- The provider previously notified Ofsted about a significant event that resulted in a breach to the requirements regarding the safety and suitability of premises. The provider has taken appropriate action to ensure that the premises are safe and secure.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	512425
Local authority	Leeds
Inspection number	10356985
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	50
Number of children on roll	50
Name of registered person	Leeds City Council
Registered person unique reference number	RP900804
Telephone number	0113 2328099
Date of previous inspection	1 May 2019

Information about this early years setting

Little Owls Nursery Parklands registered in 1998 and is located in Leeds, Yorkshire. The nursery employs 10 members of childcare staff. Of these, seven staff hold appropriate early years qualifications at level 3 or above, including one who is qualified at level 6. 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.

Information about this inspection

Inspector

Miriam Caldecott

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Children spoke to the inspector about what they enjoy doing while at the nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- Parents shared their views of the setting with the inspector.
- 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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