

Inspection of Little Owls Nursery Osmondthorpe

129 Rookwood Road, Leeds, West Yorkshire LS9 0LX

Inspection date: 5 June 2024

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

Children enjoy a game of hopscotch with staff. They swap between hopping on one foot at a time and two together. Children practise holding their balance. They show their good hand-to-eye coordination skills as they throw the beanbag in the square and retrieve it again later. Children experience numbers that increase and decrease in order. They show their skill of saying numbers in increasing order. Staff use mathematical words, such as 'bigger and smaller than'. They encourage children to use this vocabulary as they decide if the number nine is bigger or smaller than the number seven. Staff provide play that involves taking turns, cooperating with and being considerate of others. Children behave very well. They develop important social skills they will need for their future learning.

Staff continue to see the impact of the COVID-19 pandemic. For example, some older children still experience separation issues when leaving their parents. Staff support children to express how they feel on arrival through discussion and visual prompts. They introduce children to words, such as 'happy', 'sad' and 'angry'. Staff develop children's emotional literacy very well. These systems also help to support children who speak English as an additional language, contributing to their sense of security and belonging.

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

- The curriculum for physical play is planned to ensure that children practise and embed each step of learning throughout the nursery. For example, babies crawl and move around on their knees. Toddlers crouch down steadily to roll a ball and knock over the skittles. Older children move large resources, such as planks of wood, tyres and crates, to create their own obstacle course. Staff encourage children to climb unaided and to ask for support if they do not feel safe.
- Children with special educational needs and/or disabilities (SEND), or those on the pathway to diagnosis, are supported extremely well. The special educational needs coordinator and staff build close and professional relationships with other agencies and parents. Children with SEND show the good progress they make from their starting points. For example, they sit with a small group of children to take part in circle-time activities. Funding is used well for all children to meet their individual needs and to close gaps in their learning.
- Staff are very aware of local needs and challenges in the area. They give children good opportunities that help to widen their experiences. Staff are aware of children who live in premises without a garden. Children love to be outdoors, and staff provide an abundance of play opportunities. Children learn how to sow and care for vegetables. Staff inspire children's knowledge about where food comes from and an understanding of the world.
- Staff provide quiet areas for all children where they can retreat to when they feel

overwhelmed. Children with SEND recognise their need to go to these areas to feel better able to cope with the environment. They access resources from the well-being box to use in times of frustration. Staff support all children to have the skills to regulate their own emotions, thoughts and behaviour to enable them to act in a positive way.

- Overall, the curriculum for mathematics is good. Children have the opportunity to develop their number skills. For example, they place fruit in a five frame at snack time and count the number of pieces they have. Some older children show advanced mathematical knowledge. They hold up both hands to inform staff that 'five add five is 10'. However, the interaction from staff does not always match the curriculum intent to challenge and enhance children's learning of patterns, shape and space as they play. This means that, sometimes, children do not learn as well as they could.
- Since the last inspection, leaders and staff have worked hard to improve the practice for children. Parents report that they are happy with the care and learning afforded to their child. Leaders organise team building days and support staff well in their role. Staff undertake appropriate training and professional development opportunities. Good arrangements for the supervision of staff, including leaders, are in place. However, systems to evaluate the teaching of the curriculum are not yet fully embedded to help ensure a consistently high standard across the nursery.

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:

- support staff to consistently deliver the intended curriculum for pattern, shape, space and measure for all children
- continue to monitor staff's practice to enhance the already good quality of teaching of the curriculum.

Setting details

Unique reference number	512418
Local authority	Leeds
Inspection number	10302073
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	1 to 4
Total number of places	73
Number of children on roll	57
Name of registered person	Leeds City Council
Registered person unique reference number	RP900804
Telephone number	0113 249 7054
Date of previous inspection	13 June 2023

Information about this early years setting

Little Owls Nursery Osmondthorpe registered in 1989. The nursery employs 12 members of childcare staff, including the manager and deputy manager. Of these, 11 hold appropriate early years qualifications at levels 2 and 3, and one is unqualified. The nursery opens Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector
Jane Tucker

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed their intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the staff with the inspector.

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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