

# Little Owls Nursery Bramley

Fairfield Street, Fairfield Estate, Leeds, West Yorkshire LS13 3DT



<b>Inspection date</b>	12 September 2018
Previous inspection date	18 August 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
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Quality of teaching, learning and assessment	Good	2
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Personal development, behaviour and welfare	Good	2
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Outcomes for children	Good	2
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## Summary of key findings for parents

### The provision is good

- Management have very strong partnerships with parents and other professionals involved in children's care. They have implemented thorough systems to meticulously monitor children's progress. They share this information swiftly, to ensure children receive targeted support from the earliest points. Children make consistently good rates of progress and any gaps in their learning begin to close rapidly.
- Children benefit from the well planned and stimulating indoor and outdoor areas. They eagerly explore the natural world as they investigate animals and creatures in the environment. For example, using magnifying glasses and labelled picture cards. Children are focused and confident learners.
- Staff support children's emerging communication skills very well. For example, they work with other professionals and attend sign language and picture exchange training to support children's varying needs. This helps children develop effective communication skills according to their stage of development.
- Staff model positive behaviour to children particularly well, through their kind and considerate approach. Children learn how to negotiate, share and take turns. They are happy and settled.

### It is not yet outstanding because:

- Although management have implemented performance management systems, these do not focus precisely enough on evaluating staff practice to ensure the already good quality of teaching is consistently high across all areas of learning.

## What the setting needs to do to improve further

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

- refine monitoring systems used to evaluate staff practice, to ensure these focus more precisely on raising the already good quality of teaching to a consistently high level across all areas.

### Inspection activities

- The inspector had a tour of the premises with the manager.
- The inspector had discussions with parents and considered their views.
- The inspector observed the quality of teaching and reviewed the impact this has on children's learning and development.
- The inspector and manager jointly observed the quality of teaching and learning, and together they discussed training and development plans.
- The inspector had discussions with the management team and reviewed their policies, procedures, children's monitoring and assessment records, and other records regarding health and safety.

### Inspector

Jennifer Dove

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is highly effective. Management have implemented very thorough and detailed policies and procedures, which help staff swiftly identify the necessary action to follow should they have a concern about a child's welfare. All staff have completed rigorous safeguarding training. They demonstrate a strong understanding and are very knowledgeable about current issues that may affect a child. This helps to ensure that they swiftly take the necessary action to ensure children's safety. Management have implemented effective improvement plans to support staff's continued professional development. For example, they have completed extensive training that helps them to accurately assess and monitor children's learning and development. They use this information to carefully consider children's individual learning plans.

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

Staff precisely plan engaging and enthralling activities for children's play. They seek the views of parents and include these in children's individual learning targets. They use this information to carefully plan interesting opportunities for children to develop their early writing and mathematical skills. For example, children use large-grip chalks to trace over various sized shapes in the outdoor play areas. They measure water using various sized jugs and confidently guess if the containers are full, empty or half full. Younger children thoroughly enjoy the sensory experience of pouring sand using one-handed tools. Children make good rates of progress from their starting points.

### Personal development, behaviour and welfare are good

Staff provide a safe and welcoming environment where children are free to explore and follow their own ideas in play. For example, older children make fruit kebabs using fresh peppers and carrots. They chop these independently using knives and thoroughly enjoy eating them. Children demonstrate high levels of confidence as they eagerly share what they have created with others. Younger children move freely around the playroom and select story books, which staff read with them. Children develop strong relationships with key members of staff and seek them out to share experiences with. This helps children feel safe and secure. Children learn about differences between people and communities as they visit shops and the library within their local community. They attend other education settings, where they learn about differences between themselves and experience new communities beyond their own. This helps children develop a strong sense of themselves.

### Outcomes for children are good

Children are well prepared for their next stages of learning and eventual move to school. They develop their independence and self-care skills from an early stage, as they take care of their personal needs and wash their hands and face before and after mealtimes. Children learn how to lead active lifestyles and thoroughly enjoy the fresh air and regular exercise.

## Setting details

<b>Unique reference number</b>	EY267790
<b>Local authority</b>	Leeds
<b>Inspection number</b>	10064267
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	52
<b>Number of children on roll</b>	58
<b>Name of registered person</b>	Leeds City Council
<b>Registered person unique reference number</b>	RP900804
<b>Date of previous inspection</b>	18 August 2015
<b>Telephone number</b>	0113 2566 354

Little Owls Nursery Bramley registered in 2003. The nursery employs 16 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 3 or above, including one member of staff who holds a level 6 and another who holds early years professional status. The nursery opens from 8am until 6pm, Monday to Friday, all year round, except for Christmas and bank holidays. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

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