

# Inspection of Little Owls Nursery Chapeltown

Chapeltown Childrens Centre, Leopold Street, Leeds, West Yorkshire LS7 4DA

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Inspection date: 7 July 2021

<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous  
inspection

Outstanding

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children are happy at this highly inclusive setting. Families enjoy a warm welcome as they cheerfully arrive. Parents say that children love their key person and are upset when the setting is closed. Children, families and staff develop kind, caring and respectful relationships. Parents comment that diversity within the setting is important to support children to learn about themselves. Children learn to value and respect their own and others' cultures, languages and identity. This helps children to understand what makes them special.

Staff put a high priority on children's emotional well-being, care and learning in the setting and at home. They provide high-quality, personalised experiences for children by working extremely successfully with parents and family support services. Children are calm, focused and deeply engaged in their learning.

Children's learning is carefully planned with parents so that it builds over time from when they start attending the setting. The curriculum is skilfully designed to support children's developing knowledge and independence skills and to spark their curiosity. Staff have clear expectations of what they want children to learn. Managers are dedicated to providing the highest-quality experiences for all children. During the COVID-19 (coronavirus) pandemic when the setting was closed, staff kept in touch with families by telephone and using the internet.

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

- Young children quickly learn to share and take turns. This is because staff are quick to respond and explain exceptionally well. Staff use very clear, precise speech and gestures to help children understand what is expected. Older children sort out problems independently. They think carefully and make sensible decisions without adult support. For example, children work out how to share scarves and ribbons so that everyone can enjoy 'dancing like butterflies'.
- Babies feel secure to happily explore the toys. Parents comment that staff treat babies with love and care.
- Children's behaviour at the dining table is impeccable. They chat quietly as they enjoy healthy meals together. The chef quickly adapts menus to take account of children's dietary requirements. Managers share information about healthy choices and portion sizes with parents.
- Children develop their physical skills through the many excellent opportunities the curriculum and environment offer. For example, older children build strength in their hands as they practise writing their name. Younger children develop control as they stack blocks to build towers. Babies curiously explore textures, shapes and sizes as they learn to hold objects. Children learn to take risks safely as they climb, balance and pedal outdoors.

- All children develop their communication skills exceptionally well, including those who speak English as an additional language. For example, babies play peekaboo while learning to babble to each other. Children are taught new words, such as the names of minibeasts they find outside. Staff give children time to speak and they listen respectfully to them. Staff's excellent use of expression and tone of voice help children to understand books and enjoy reading. This helps older children to guess which word comes next in the story.
- Children experience new, rich, cultural activities to broaden their understanding of the world. For example, children eagerly explore a familiar story with a ballet company and learn to move and dance expressively.
- The setting's work for vulnerable children and those with special educational needs and/or disabilities (SEND) is exemplary. Additional funding is used to ensure that children receive personalised learning of the highest standard in the setting and at home. Parents are provided with activities and ideas to support their child's individual learning. Parents' efforts are affirmed and supported by very knowledgeable, skilled staff. This means that children with SEND are extremely well included, feel safe and secure, and learn exceptionally well.
- Managers are inspirational and dedicated to achieving outstanding outcomes for all children. They are ambitious and ensure that practice is continually improving through carefully planned, focused professional learning. Managers value staff and have high expectations of them. Staff feel supported and appreciated. This leads to a highly motivated and skilled team that is dedicated to children achieving their very best.

## **Safeguarding**

The arrangements for safeguarding are effective.

Safeguarding children is a high priority for all staff. There is a deeply embedded culture of safeguarding all children. Staff understand their roles and responsibilities to protect children in their care from harm. They are alert to the signs and symptoms of abuse and neglect. Staff understand what to do if they become concerned about the conduct of a member of staff. Staff are vigilant and use the setting's child protection policies and procedures when necessary. Managers act quickly if they become concerned about a child's welfare. They work effectively with other professionals to support families to keep their children safe when they are not at the setting.

## Setting details

<b>Unique reference number</b>	EY304851
<b>Local authority</b>	Leeds
<b>Inspection number</b>	10117635
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	114
<b>Number of children on roll</b>	106
<b>Name of registered person</b>	Leeds City Council
<b>Registered person unique reference number</b>	RP900804
<b>Telephone number</b>	0113 3782550
<b>Date of previous inspection</b>	29 August 2013

## Information about this early years setting

Little Owls Nursery Chapeltown registered in 2005. The setting employs 20 members of childcare staff. Of these, five staff hold qualifications at level 2, 10 staff hold qualifications at level 3 and four staff hold qualifications at level 6. The setting opens from Monday to Friday all year round, except for bank holidays. Sessions are from 8am to 6pm. The setting supports children who speak English as an additional language.

## Information about this inspection

### Inspector

Ruth Mason

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The inspector spoke to parents and took account of their views.
- Managers led the inspector on a learning walk of the setting.
- The inspector spoke to children.
- A joint observation was carried out by the inspector and the manager.
- The inspector observed staff delivering activities and assessed the impact on children's learning.
- The inspector had discussions with staff and managers. She spoke to the special educational needs coordinator about provision for children with SEND.
- The inspector looked at a range of relevant documentation.

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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