

Inspection of Little Owls Nursery Seacroft

South Parkway, Seacroft, Leeds, West Yorkshire LS14 6EP

Inspection date: 10 February 2022

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Outstanding
----------------------------------------------	-------------

What is it like to attend this early years setting?

The provision is good

Children form very positive relationships with the caring staff. Due to the COVID-19 pandemic, most parents leave children at the nursery door. However, children are very happy to come into the nursery and smile and greet their friends and staff warmly on arrival. Babies play and explore a range of different experiences, including sensory balls, sand and water. They thoroughly enjoy watching as they pour sand through metal sieves. Children benefit from a vast range of learning opportunities outdoors. They master their physical skills as they listen to 'We're Going on a Bear Hunt' and act out some of the parts. Children squeal with delight as they run away from the bear. Older children extend their understanding of the world as they dig and look for creatures in the garden. They find worms and excitedly bring them to show staff. Toddlers spend time in the movement area, using balance boards and stepping stones to move from one area to another. This helps to develop their large-muscle control and their coordination.

Children of all ages learn about emotions. Staff encourage children to express how they feel. For example, toddlers are able to say they feel 'sad' when another child knocks over their tower. Children behave well and are learning how to manage their feelings and behaviour.

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

- Children's literacy skills are well supported. Babies and toddlers sit with staff and listen intently as staff make animal noises. They turn the page and identify their favourite animals. Older children sit and listen with fascination as staff read their favourite stories. They predict what will happen next in 'Handa's Surprise'. Toddlers manipulate dough and build with small wooden blocks. Pre-school children use pens, pencils and stampers to create their own passports. They excitedly tell staff that they are going on holiday and flying to 'Scarborough'. This helps to develop children's pre-writing skills.
- The manager and deputy are an excellent support for their staff team. Staff well-being is paramount. The manager works closely with staff. They have regular supervision meetings to allow the manager to check in to ensure they feel happy and supported within their roles. Furthermore, they discuss their role, agree targets and plan future training. Staff comment that they feel well supported in their role.
- Staff have meaningful conversations with children about healthy choices. They use opportunities such as mealtimes to talk to children about the importance of a healthy diet, exercise and oral health.
- There is very good support for children with special educational needs and/or disabilities. The qualified and experienced special educational needs coordinator quickly identifies and supports children. All staff work closely with a wide range

of other professionals to develop individual learning plans. Funding provided to these children is carefully used to provide individual support or specialised resources. This helps to support children to reach their full potential.

- Staff have very good partnerships with parents. Parents comment positively about the nursery and how their children are progressing. For example, they describe the nursery as 'amazing' and 'fantastic'. Staff communicate with parents through a variety of ways. They provide daily discussions and use an online system to share information, including how parents can further support children's learning at home.
- Staff have high expectations for children's behaviour and conduct. When children struggle with regulating their behaviour, staff take appropriate action to support them. For example, they provide gentle reminders such as 'kind hands' and 'walking feet'.
- Generally, staff support children's communication skills very effectively. For example, staff provide an environment where children hear spoken language clearly and fluently. Staff ask children questions and listen to them as they answer. Most children use their language confidently and successfully to share their thoughts and ideas. However, staff do not always support the quieter or less confident children to speak or join in. This means that they miss opportunities to extend some children's speaking skills.
- Overall, the quality of teaching is very good. Staff have a good knowledge of children's interests and individual needs. Most staff have a good understanding of the curriculum and provide a range of exciting activities, which supports children to make good progress. However, some staff do not consistently link what they want children to learn to the activities they provide.

Safeguarding

The arrangements for safeguarding are effective.

All staff, including the designated safeguarding lead, demonstrate a strong understanding of their roles and responsibilities to keep children safe. They are aware of the signs and symptoms which may indicate that a child is at risk of harm or abuse. Staff are confident with aspects of safeguarding, such as the 'Prevent' duty and female genital mutilation. They know where to find contact details for the local safeguarding board and who to contact in the event of an allegation against a colleague or the manager. Robust recruitment and vetting procedures are in place to ensure that all staff are suitable to work with children.

What does the setting need to do to improve?

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

- help staff to build on their understanding of the curriculum, so that they are aware of the skills and knowledge they want children to learn from all

experiences

- support staff to identify the quieter children to make sure that they have the same learning experiences as the more confident children.

Setting details

Unique reference number	512400
Local authority	Leeds
Inspection number	10131564
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	60
Number of children on roll	86
Name of registered person	Leeds City Council
Registered person unique reference number	RP900804
Telephone number	01133782681
Date of previous inspection	4 May 2016

Information about this early years setting

Little Owls Nursery Seacroft was registered in 1998. The nursery employs 16 members of childcare staff. Of these, 14 hold appropriate early years qualifications from level 2 to level 5 and one holds a level 6 qualification. The nursery opens from Monday to Friday, all year round, except for bank holidays and one week at Christmas. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Julie Campbell

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The inspector spoke with staff and children at appropriate times throughout the inspection.
- A learning walk was completed with the manager to discuss the curriculum intent and how the provision is organised.
- The inspector completed a joint evaluation of an activity with the manager.
- The inspector held a meeting with the leadership team. She reviewed a variety of documents, including evidence of the suitability of staff, first-aid certificates and policies.
- The inspector observed interactions between staff and children during activities and assessed the impact of teaching on children's learning.
- Parents and grandparents shared their views of the setting 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022