

Inspection of My Little Barn Owls Ltd

The Old Barn, Roberttown lane, Liversedge WF15 7LY

Inspection date: 18 March 2022

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

Children have numerous opportunities to follow their own ideas and create their own play and learning. They enjoy their time at this vibrant nursery immensely and show this through their positive engagement and concentration in their play. Staff have high expectations for children's learning.

Older children scream with delight as they sit on skateboards and roll down the small slope. They shout, 'This is so exciting, this is so fun'. Older children laugh out loud when they 'crash' into the tyre or come to a controlled stop. They show their core strength, stability, and balance skills. Older children get on to their side and roll down the hill in the forest school. They explain that they are in search of fairies. Older children use their hands and feet to climb a ladder that rests on an upturned boat in the outdoor area. Children are extremely self-assured and friendly. They ask visitors their name and then introduce themselves and their friends. Children are extremely happy, safe and show high levels of respect for others. Their behaviour is exceptional.

Staff are highly aware of the impact the COVID-19 pandemic has had on parents and children. They know that some babies have never experienced time with other children. Staff acknowledge parents' anxiety at leaving their children for the first time, due to the pandemic. They provide parents with their own care bag to help them feel at ease at home, while their child settles into the nursery. Staff provide emotional support to the whole family exceptionally well.

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

- Staff provide a curriculum that has an extremely positive impact on helping children to progress through the stages of learning. They embrace children's interests and provide learning that is highly engaging. Across all parts of the nursery, staff's interactions with children are of a high quality and contribute well to the excellent progress children make.
- Babies enjoy tummy time, crawling and movement through songs and rhymes. Toddlers manipulate play dough and use a range of tools to make marks. Older children walk up and across wooden planks and pallets, and go down the other side. Staff know the importance of physical activity for children's all-round development. They plan experiences over time to ensure that children have the essential skills they need for their move on to school.
- Older children have excellent opportunities to explore in the forest school. They climb trees independently and show how they have learned to take appropriate risks. For example, older children stamp on the tree branch before standing on this with their whole-body weight. They use adult tools safely, such as a hammer to place small twigs into the ground. Older children explain how they

are 'building a new home for the fairies as the dragon's whiskers broke the other one'. Staff create exciting storylines that highly support children's imaginary development.

- Staff provide a calm and nurturing home-from home experience for babies. They call themselves 'nursery mums' and give love and affection to each child, as if they were their own. Staff know babies' individual care needs exceptionally well. They place some babies on their chest to rest and some they rock to sleep in their arms. This is because they follow all routines from home so that babies feel emotionally secure in their care.
- Older children demonstrate their natural curiosity when they test whether their object sinks or floats in the water. They work with staff to twist the 'plug' in the water tray to see what will happen. Older children identify that when the 'plug' is loosened, the water spills out. When it is tightened, water stays in the tray. Staff expertly support children's spontaneous interests in mathematics through their highly effective engagement in their play.
- Children with special educational needs and/or disabilities (SEND) receive excellent support. Parents describe the SEND coordinator as 'exceptional' and write how they 'cherish' their child's one-to-one key worker. Staff work with a range of professionals to offer targeted support to children. They also extend these experiences to children in receipt of additional funding. Children get the support they need to achieve the best possible outcomes.
- Parents receive home activity packs, such as seeds to plant for Mother's Day. Staff give them opportunity to contribute to their child's next steps in learning. Parents write how their children's social, language and vocabulary development 'has come on so much since being at the nursery'. Staff build excellent relationships with parents to support children's continuity of learning and emotional well-being.
- Leadership and management are extremely strong. Staff consistently report high levels of support for their well-being, which includes appreciation days and 'employee of the month' awards. There is also effective engagement with staff through team meetings, training days, supervision meetings, and focused actions for professional development. Strong shared values between leaders and staff mean children receive the highest quality of education.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a robust understanding of the possible signs and symptoms of abuse. They have effective knowledge of a wide range of safeguarding concerns, including witchcraft, female genital mutilation and radicalisation. Managers and staff know how to act swiftly to report any concerns and allegations about adults who may be a risk to children. They regularly attend training and complete courses online to make sure their knowledge is up to date. Children play and learn in an extremely safe and nurturing environment.

Setting details

Unique reference number	EY481310
Local authority	Kirklees
Inspection number	10216287
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	0 to 11
Total number of places	110
Number of children on roll	334
Name of registered person	My Little Barn Owls Limited
Registered person unique reference number	RP533953
Telephone number	01924412791
Date of previous inspection	23 January 2018

Information about this early years setting

My Little Barn Owls Ltd registered in 2014. The nursery employs 48 members of childcare staff. Of these, 39 hold appropriate early years qualifications at level 2 or above and nine are unqualified. The nursery opens Monday to Friday, all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two, three- and four-year-old children.

Information about this inspection

Inspector

Jane Tucker

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 looked at relevant documentation and evidence of the suitability of staff working on the premises.
- The managers joined the inspector on a learning walk. They talked to the inspector about their curriculum and what they want the children to learn.
- Children spoke to the inspector about their time at the nursery and introduced her to their friends.
- The inspector observed the quality of teaching, during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The special educational needs coordinator spoke to the inspector about how they and other designated staff support children with SEND.

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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