

# Inspection of Little Owls Nursery Dewsbury Road

190 Dewsbury Road, LEEDS LS11 6PF

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Inspection date: 20 April 2022

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| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
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|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
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|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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| Overall effectiveness at previous inspection | Good |
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children arrive at this welcoming and inviting nursery happy and eager to begin their day. They independently choose what they would like to do from the wide range of experiences on offer. Children move freely between the indoor and outdoor areas, they and enjoy playing alongside staff and their peers. They demonstrate high levels of engagement in their chosen activities. For example, children use a range of tools to dig in compost. They explore how the soil feels and enjoy filling and emptying toy trucks and diggers as they make a 'road'. Staff have high expectations for all children, overall, and want them to succeed. They skilfully support children to extend their knowledge and skills as they play. Children show that they have secure attachments with staff and feel safe at the nursery. They are confident and independent individuals who have good social skills.

Children behave well and understand the rules and boundaries in place. They listen carefully to staff and are aware of the nursery routines. This is illustrated when children use a visual timetable that helps them to know what is happening and reminds them what to expect next. Children are helpful and enjoy assisting staff to complete tasks. For instance, children take it in turns to set a five-minute timer to indicate it is almost time to tidy up. This helps children to successfully move between different play experiences.

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

- The manager and the staff implement a curriculum which is clear and well sequenced, overall. Staff come together to decide what they want children to learn. They plan a range of stimulating experiences that help children to make good progress.
- Staff focus on helping children to develop their personal, social and emotional skills so that they feel comfortable and ready to learn. They help children to build strong relationships with adults and develop good friendships with each other. Children share well and play cooperatively together.
- Supporting children's communication and language development is at the heart of the nursery. Staff use a range of effective strategies to help children to communicate. They talk to children at their level, use simple language when communicating and back this up using signs and gestures. Children are skilful communicators who confidently talk to adults and their peers.
- Staff recognise the importance of helping children to develop their independence, in preparation for later life. Children independently meet their own self-care needs, such as washing their hands and putting their coats on to play outside.
- The nursery is inclusive and celebrates the diverse backgrounds of children who attend. Children talk about what makes them similar to and different from each

other as they play and look at books and photos.

- Children who speak English as an additional language and those with special educational needs and/or disabilities are supported well by knowledgeable and experienced staff. Additional funding is used effectively to support children to make progress. For instance, during the COVID-19 pandemic, funding was used to make children home learning packs to support their individual needs.
- The manager has recognised that not all children have access to outdoor play at home. She has used the nursery outdoor space effectively to give children a range of opportunities to develop their physical skills. Children enjoy climbing and balancing on nursery apparatus, riding bikes and digging in sand and mud.
- Children are active and spend plenty of time outside each day to promote their good health. However, staff do not always help children to learn about the effect that healthy food choices can have on their bodies, to develop their understanding further.
- Partnerships with parents are strong. Parents are happy with the nursery and say that their children enjoy attending and are making progress in their learning. Parents describe staff as being kind and helpful. They say they are kept informed about what their children are doing through an online app and verbal feedback each day.
- The manager monitors staff performance well, using a range of tools. She observes staff interactions with children and holds regular meetings to discuss their professional development and training needs, in order to support their ongoing development.
- Self-evaluation is effective. The manager and staff work together to reflect on the experiences they provide for children and the activities on offer. They make changes to meet the needs of individual children and families.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have a good understanding of their role and responsibility to protect children from harm. They confidently explain the procedures they would follow should they have any concerns about a child's welfare or the practice of a colleague. The importance of safeguarding is regularly discussed at meetings and during staff supervision sessions. Staff complete regular safeguarding and child protection training to keep their knowledge up to date. There are robust procedures in place for the recruitment of new staff and effective induction arrangements.

## **What does the setting need to do to improve?**

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

- enhance opportunities for children to develop a deeper understanding about healthy eating, to promote their good health.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                     | EY494466  |
| <b>Local authority</b>                             | Leeds   |
| <b>Inspection number</b>                           | 10229756  |
| <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> | 2 to 3  |
| <b>Total number of places</b>                      | 24  |
| <b>Number of children on roll</b>                  | 32  |
| <b>Name of registered person</b>                   | Leeds City Council  |
| <b>Registered person unique reference number</b>   | RP900804  |
| <b>Telephone number</b>                            | 0113 3784287  |
| <b>Date of previous inspection</b>                 | 23 January 2017   |

## Information about this early years setting

Little Owls Nursery Dewsbury Road registered in 2015 and is located in Leeds. The nursery employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3, and two hold qualifications at level 2. The nursery opens from Monday to Friday during term time only. Sessions are from 8.30am until 11.30am and 12.30pm until 3.30pm. The nursery provides funded early education for two- and three-year-old children.

## Information about this inspection

**Inspector**  
Clare Cotton

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the nursery.
- The inspector observed interactions between staff and children during activities and assessed the impact on children's learning.
- The manager and the inspector had a learning walk and discussed how the nursery implements the curriculum.
- The inspector and the manager jointly observed an activity.
- The inspector held a meeting with the leadership and management team and sampled documentation, including evidence of staff's suitability and first-aid certificates.
- The inspector spoke to a number of parents during the inspection and took account of their views.

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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