

Inspection of Little Owls Nursery Two Willows

Cardinal Square, Beeston, Leeds, West Yorkshire LS11 8HS

Inspection date: 27 April 2022

Overall effectiveness	Outstanding
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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

Good

What is it like to attend this early years setting?

The provision is outstanding

Children learn within an inspirational setting, which managers and staff have created using their significant knowledge and experience. Much thought goes into preparing the exceptional environment, with careful consideration of children's interests. Staff promote opportunities for children to be curious learners. They help them develop an appreciation for themselves, each other and their natural world. For instance, children learn first hand about life cycles and where food comes from. They learn to look after plants and animals. Children delight in collecting eggs from the chickens. They learn how to use these to make food, such as boiled and poached eggs. Staff become enthusiastically involved in the children's play. They skilfully challenge children to think and solve problems for themselves. For example, children wet the hard soil, so that they can dig and find worms and insects. Older children work together to build a bus that they all can sit inside.

All children, including those with special educational needs and/or disabilities (SEND), have exceptional opportunities to be independent and make choices. They decide what they want to do and where they wish to play. Children's behaviour is exemplary. They are highly respectful of the setting's 'golden rules' and follow these consistently. Staff are excellent role models for children. They demonstrate respect for the environment and each other, and encourage children to do the same. Staff teach children from a young age how to share and take turns. They use sand timers to help younger children develop their understanding of this.

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

- Staff know the children exceptionally well and ensure their individual needs are prioritised. Key persons provide highly flexible settling-in sessions and ensure consistency for babies. They maintain sensitive routines for babies, who thrive in their nurturing care. Babies are confident, curious and happy to explore the stimulating toys and resources. For instance, babies love to climb in and out of cardboard boxes and enjoy finger painting.
- Children with SEND are supported to learn and develop. The management team and staff provide warm, calm and quiet areas as well as a sensory room. This is in anticipation of children needing a secure space, tailored to their educational needs. Each child with SEND has a highly motivated key person, who expertly implements their individual education plan. Staff establish exceptional partnerships with other professionals, such as speech and language therapists. Each small achievement children make is praised, shared and celebrated by all.
- The outdoor environment provides children with numerous learning opportunities and offers many experiences and activities. Children learn to take risks in the natural environment. Children develop their confidence, strength and physical skills. They enthusiastically run up and down the hills and climb trees,

smiling and having endless fun.

- Staff embrace children's culture and home languages, and successfully use these to support children as they come into the setting. Staff are highly focused in developing children's communication and language skills. Older children confidently use language to express their thoughts and feelings. They are introduced to a breadth of vocabulary as they play, such as 'cocoon' and 'chrysalises'. Staff continually talk to the younger children and respond warmly to their gestures, sounds and first words. They skilfully introduce language and associated actions to familiar rhymes and songs. Additionally, children's enjoyment of books is fostered extremely well across the nursery.
- Staff enthusiastically use opportunities and activities to increase children's understanding of mathematical development. They do this by engaging in their play and introducing new concepts. For example, older children learn to share apples and oranges in halves and quarters. They show immense pride as they master early mathematics skills of addition, subtraction and division. Children confidently count and subtract, and predict what comes next.
- Parents are exuberant in their praise for staff and the care and learning that their children receive. Throughout the COVID-19 pandemic, parents report that they continued to receive regular telephone calls to check on their well-being. In addition, staff also sent out activity packs for the children.
- A focus on continuous professional development, as well as exceptional reflective practice, ensures that this setting is constantly being reviewed and improved. Staff are exceptionally happy in their work. The excellent support that staff receive promotes their great understanding and deep awareness of their role and responsibilities.

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. The management team has effective practices in place to ensure staff's ongoing suitability, along with strong safer recruitment processes. All staff know precisely what action to take in the event of an allegation being made against a staff member. Children are skilfully taught to manage their own risks and safety. For example, staff carefully explain how to use equipment safely, such as the outdoor slide, and knives when cutting their food.

Setting details

Unique reference number	512405
Local authority	Leeds
Inspection number	10218723
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	1 to 4
Total number of places	70
Number of children on roll	89
Name of registered person	Leeds City Council
Registered person unique reference number	RP900804
Telephone number	0113 2706166
Date of previous inspection	29 September 2016

Information about this early years setting

Little Owls Nursery Two Willows registered in 1991 and is situated in Leeds. The setting employs 24 members of childcare staff. Of these, 19 hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, all year round. Sessions are from 8am to 6pm, excluding bank holidays. The centre receives funding for the provision of early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Julie Dent

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 this into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector spoke to staff at appropriate times during the inspection.
- Parents shared their views of the nursery with the inspector.
- The inspector carried out a joint observation of a group activity with the manager.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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