

Inspection of Little Owls Nursery Swarcliffe

Early Years Centre, Langbar Road, Leeds, West Yorkshire LS14 5ER

Inspection date: 3 August 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children are very happy to come to nursery. They greet their key person with big smiles. They quickly settle down to play and explore the exciting environment. Parents say that their children love attending nursery and make good progress in their learning. Staff recognise that most children particularly enjoy being outside and are careful to ensure that they are able access a full curriculum outdoors. Children really enjoy getting messy as they enthusiastically paint their 'masterpieces', and enjoy accessing books in the outdoor cosy areas. They concentrate well and demonstrate an increasing understanding of maths as they count and sort pebbles, pom-poms and buttons.

Children's behaviour is good. They enjoy sitting together at group times throughout the day. They know that this is the time to listen to adults and to each other. Staff use strategies, such as visual timetables, to help children know the routines of the day and what is expected of them. Babies and very young children are given lots of reassurance, affection and attention to ensure they feel safe and secure.

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

- Managers and staff have worked very hard since the last inspection to raise the quality of the curriculum and its delivery. Staff are increasing in confidence in their teaching skills, and this is much improved. They are able to talk about why they are providing different activities and what they want children to learn. They adapt activities so that children's different learning needs are met. Children, including those with special educational needs and/or disabilities (SEND), make good progress. All staff share the manager's high expectations for children to succeed.
- Staff fully recognise the importance of reading and singing to promote children's communication and language. Children are surrounded by attractive books that capture their interest. Even the very youngest nursery members can be found in the cosy areas looking at books independently. Staff read frequently throughout the nursery day and children are captivated by the storytelling. Action songs, such as 'The wheels on the bus', are sang with great enthusiasm.
- An effective key-person arrangement is in place for all children. This helps them to feel secure and safe during their time at nursery. Children develop positive and trusting relationships with the adults who care for them. They approach staff with much affection, which is reciprocated. Staff caring for the youngest children are particularly caring and nurturing. As a result, these children make a very positive start to nursery life.
- The nursery environment is stimulating, welcoming and maintained to a high standard. Resources are of high quality and chosen well to promote children's learning. Additional funding is used appropriately to support children with SEND.

Children use their imagination to play with resources in different ways and engage fully as they build and construct. The exciting outdoor areas are used well to promote children's well-being as they play in the fresh air.

- Children are learning about the importance of being healthy and the routines needed to ensure this. Staff support them to brush their teeth and wash their hands when appropriate. Food is nutritious, freshly cooked and thoroughly enjoyed by the children.
- All children and their families are welcomed into the setting. Staff support children to see and understand similarities and differences, and to respect these. This helps children to become positive members of a diverse world. Children's differing home languages are known to staff. However, opportunities for children to use these in their play and learning varies across the nursery rooms.
- Partnerships with parents are a real strength in this nursery. A wealth of information is provided to help parents support their children's learning at home, such as lending libraries and guidance on practical matters. Parents speak very highly indeed about the staff and the care their children receive.
- The management team knows their provision and staff very well. They recognise the strengths of the provision. They also know that there is still some work to do to raise the teaching practice to the very highest standards across all rooms. They have a clear plan in place for continuous improvement. They take staff well-being seriously and make time for coaching, support and team building. Staff say they really enjoy working here and feel well supported in all aspects of their work.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is given high priority at the nursery. Managers are careful to ensure that all staff, including cover staff, are fully aware of the setting's child protection policies and procedures. Staff have a secure understanding of the signs and indicators that child might be at risk and know what to do should they have concerns. All staff have full access to the procedures for their area so that they can take prompt action themselves if needed. The premises are safe, secure and maintained to a high standard. Children are becoming aware of how to keep themselves safe. Staff remind them about safe practice as they play.

What does the setting need to do to improve?

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

- continue to support staff in raising the quality of their teaching to the highest standard across all nursery rooms
- extend the opportunities for children to develop and use their home language in play and learning.

Setting details

Unique reference number	512403
Local authority	Leeds
Inspection number	10242830
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	1 to 4
Total number of places	64
Number of children on roll	51
Name of registered person	Leeds City Council
Registered person unique reference number	RP900804
Telephone number	0113 3781816
Date of previous inspection	8 March 2022

Information about this early years setting

Little Owls Nursery at Swarcliffe registered in 1993. The nursery employs 18 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 3, and three have relevant qualifications at level 6, including the day-care manager. The nursery opens from Monday to Friday, all year round, with the exception of bank holidays and a 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

Lindsey Pollock

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the nursery.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about the nursery's curriculum and what they want the children to learn.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out a joint observations of an activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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