

Inspection of Little Owls Nursery Armley Moor

95 Town Street, Armley, Leeds, West Yorkshire LS12 3HD

Inspection date: 12 October 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children arrive with enthusiasm. They show that they feel safe and secure and thoroughly enjoy their time at the nursery. Children are fully involved in making decisions, and their opinions and ideas are valued and respected. They learn to manage their emotions by using books and resources, such as 'emotion cards'. Children confidently explore the indoor and outdoor environments with curiosity and make independent choices as they play. Older children practise their balance skills and develop their large-muscle movements as they ride wheeled vehicles and carefully walk across wooden bridges. Babies are supported to develop the muscle control they need to be able to crawl and walk.

Staff praise children and celebrate their achievements. They are kind and caring role models, who have ambitious expectations for children's behaviour. Children learn to take turns and share the resources with each other. They are confident and well-behaved learners. Children of all ages understand the nursery routine and respond to instructions. For example, they get involved in tidying up. This helps them to learn how to look after the environment. Children develop a strong interest in books. They sit alongside staff and carefully turn the pages and point to pictures. The nursery provides books for children to take home and share with their parents, to further promote their early love for reading.

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

- Staff use accurate observations and assessments of children's progress to plan experiences for the next steps in children's learning. Throughout and since the COVID-19 pandemic, the curriculum has focused on improving children's communication and social skills, to narrow any emerging gaps. Staff use a wide range of words, providing children with language enriched conversations. Younger children are encouraged to answer simple questions with a sentence and older children are confident when describing what they are doing.
- The effective key-person system ensures staff have a good knowledge about their key children. Staff obtain meaningful information from parents about their children when they start. The youngest children delight in exploring sensory play activities, such as leaves, pumpkins and acorns. They make marks with paint and explore sand and water.
- Staff praise children and celebrate children's achievements. They recognise the uniqueness of each child. However, adults do not always use children's names when speaking to them. For instance, they are often referred to as 'sweetheart'. This means that children are not always recognised as individuals.
- Children who speak English as an additional language are supported to develop their skills in the understanding and use of the English language. However, staff do not use the additional languages children speak at home. For example, they

do not always learn or use keywords from children's home language in the nursery. In addition, opportunities for children to learn about diversity, such as similarities and differences and the wider world, are limited.

- Staff are responsive to any delays in children's development. They identify gaps in children's learning and work in partnership with parents and other professionals to provide early intervention for children to enable them to reach their potential. This includes using visual timelines and picture cards. Additional funding received for children's care and support is carefully used to meet their learning and development needs.
- Children's physical health is promoted well through nutritious food, regular fresh air and exercise. Mealtimes are social occasions, where children and staff eat together. They talk to each other about the food they are eating. This helps them to learn about the importance of living a healthy lifestyle.
- Staff are skilled at incorporating the teaching of mathematics into everyday activities. For instance, when singing rhymes, younger children confidently work out how many will be left when one is taken away. Older children are encouraged to count out small-world animals and place a value on the total number they select. Children are making good progress in preparation for when they move on to school.
- Parents are very complimentary about the service that the nursery offers. They say that their children love attending and are making 'massive' progress, especially in their communication and language skills. Parents compliment staff on the information they receive about what their children are learning and how they can support their learning at home.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a good understanding of safeguarding and they know about the signs and symptoms of abuse. Staff know how to record and report any concerns to the designated safeguarding lead for the nursery. Managers require all staff to complete regular training to ensure their knowledge of safeguarding issues remains current and up to date. Daily risk assessments in the nursery are effective. The premises are secure and well maintained, which contributes to keeping children safe. Appropriate checks of staff occur at the point of employment and on an ongoing basis, which helps to ensure staff are, and remain, suitable.

What does the setting need to do to improve?

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

- ensure that children are recognised as individuals and referred to by their name
- develop more consistent ways to support children to hear and use their home languages in the nursery.

Setting details

Unique reference number	EY317005
Local authority	Leeds
Inspection number	10229331
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 4
Total number of places	80
Number of children on roll	61
Name of registered person	Leeds City Council
Registered person unique reference number	RP900804
Telephone number	01133782613
Date of previous inspection	10 February 2017

Information about this early years setting

Little Owls Nursery Armley Moor registered in 2005. It is run by Leeds City Council and employs 12 members of childcare staff. They all hold appropriate early years qualifications at level 3 or above, including two who hold appropriate qualification at level 6. The nursery is open Monday to Friday from 8am to 6pm, all year round and provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Shirley Maynard

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 provider and managers and has taken that into account in her evaluation of the nursery.
- The inspector spoke to staff and children at appropriate times during the inspection. She also spoke to a number of parents and took account of their views.
- The area manager, deputy manager and inspector looked around the nursery and talked about how the curriculum is planned and implemented.
- The inspector observed the quality of education and assessed the impact this has on children's learning. She carried out a joint observation with the area manager.
- The inspector looked at relevant documents, including evidence of the suitability checks carried out on staff and safeguarding and complaints procedures.

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