

# Inspection of Olivia's Day Nursery

577 Harehills Lane, Leeds, West Yorkshire LS9 6NQ

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Inspection date: 14 December 2022

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Settling-in procedures that are based on children's individual needs help children to settle quickly. Staff are caring and attentive. Very young children cuddle up close to them and babble in response to what staff are saying to them. Older children enjoy the experience of painting with different colours. They mix the colours and staff talk to them about what happens and the marks they make. This is all early development in preparation for writing. Staff plan a broad and stimulating curriculum that builds on children's knowledge over time. They know what children need to learn and take account of children's individual learning and development needs.

Children behave well. Staff have clear expectations and reinforce this daily with them. For example, they ask children questions, such as what they should not do indoors. Children respond that they should not run. Children show high levels of curiosity and engagement in activities. They show that they understand what staff say to them and do well at following instructions. For instance, they help to tidy the toys away before snack time. At group time, staff encourage children to express how they are feeling. If children cannot verbally respond, they point to pictures of different expressions.

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

- The experienced manager has a strong vision for how she wants to develop the nursery. In the short space of time that she has been at the nursery, she has identified areas of weakness that she plans to address. She has clear expectations of staff. She holds regular meetings with them to discuss their key children's progress and next steps in learning. The manager observes their practice, and this helps her to identify what she needs to work on with them. For example, she has identified that the teaching of mathematics could be broadened.
- Staff get to know the children very well, including those who need additional support. Staff observe children regularly to assess what they can do and to identify the skills that they need to learn next. Planning focuses on any gaps in children's learning and experiences. Support for children with special educational needs and/or disabilities is good. Potential issues are identified early on and external support and advice is sought where necessary.
- Staff support children's developing communication and language skills at every opportunity. They speak clearly and model good language. Children develop an appreciation for books. Staff involve them in looking at books. For example, they ask children what is happening in the pictures and encourage them to join in with well-known phrases from the story. At the end, they talk about what their favourite parts were from the story.

- Staff work with children and their families to promote a positive attitude towards a healthy lifestyle. There is a strong focus on healthy eating. Staff give parents guidance on what are healthy options to put in their lunch box for their children at lunchtime.
- Children learn about other cultures. Staff do activities with children linked to different festivals. They engage children in looking at fireworks when it is Diwali. When it is Eid, they look at different structures, such as Mosques, and then children make their own structures from the building resources.
- Children are cared for in a spacious indoor environment. Babies learn to crawl and walk in a safe space, and older children move around with confidence. However, children are currently not accessing the outdoor area because the manager has identified that this area needs to be developed. No alternative outdoor activities are provided for children. This means that children do not have daily access to fresh air outdoors or somewhere to develop their large-muscle skills.
- Children are eager to join in with activities. Most of them happily contribute to group activities, such as stories and rhymes. However, group times continue for an extended period and younger children lose interest. Some activities are interrupted so that the routine of the day can be followed, such as snack time. This disrupts children's concentration and enjoyment of the activity.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have a good understanding of the possible risks to children's welfare. They know what to do if they have a concern about a child or a member of staff and the procedures to follow. The manager tests staff's knowledge and understanding through questionnaires and on-the-spot questions. If staff are unsure of any of the answers, she directs them to appropriate training. Children are cared for in a safe and secure building. Regular risk assessments are carried out and appropriate action is taken to ensure the children's safety at all times.

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

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

- arrange access to the outdoors so that children are outside on a daily basis
- review the routines of the day so that they meet the needs of all of the children, and make sure that their engagement in activities is not disrupted before they are ready to finish.

## Setting details

<b>Unique reference number</b>	2690502
<b>Local authority</b>	Leeds
<b>Inspection number</b>	10265696
<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>	0 to 3
<b>Total number of places</b>	12
<b>Number of children on roll</b>	15
<b>Name of registered person</b>	Sampson, Funmi
<b>Registered person unique reference number</b>	2690500
<b>Telephone number</b>	07405982117
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Olivia's Day Nursery registered in 2022. It is situated in Leeds. The nursery employs five members of staff. Of these, three hold appropriate early years qualifications at level 2 and above. The nursery opens from 7.30am to 6pm, Monday to Friday, all year round, except for one week at Christmas and for bank holidays. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Lynne Pope

## 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 manager and has taken that into account in their evaluation of the provider.
- The inspector and the manager completed a learning walk together and discussed the early years curriculum and what they want children to learn.
- Staff spoke to the inspector during the inspection.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the interactions between staff and children.
- The manager and inspector carried out a joint observation of an activity.
- The inspector spoke to 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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