

Inspection of Little Owls Nursery Hunslet Rylestone

Whitfield Avenue, Hunslet, Leeds, West Yorkshire LS10 2QE

Inspection date: 7 March 2023

Overall effectiveness	Outstanding
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

The nursery is an integral part of a very diverse local community and is vibrant, warm and welcoming. It is a special place that is highly valued by the families it serves. Staff put children and their families at its heart. Children's uniqueness, ethnicity and cultural heritage are supported and valued. They develop a strong sense of self. Children are happy, sociable and highly independent. They thrive at nursery.

The nursery is a hive of activity. Children are friendly and talk constantly about what they are doing. They take turns to lie down on the tarmac in the garden and excitedly draw around each other using chalks. They state, 'don't move yet' as they draw. Children's excitement is infectious. They ask staff and visitors to 'lie down' so that they can chalk around them. Staff join in children's play enthusiastically. They skilfully use opportunities to support children's mathematical understanding. Staff challenge children to identify who is the 'tallest' and 'shortest'. Children look carefully and ask their friends and staff to stand back to back. They display good problem-solving skills. Staff have the highest expectations of what all children can achieve.

Children are constantly absorbed in their play and learning experiences. They are energetic and highly motivated. Children behave exceptionally well.

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

- The manager and staff create a very well-planned and sequenced curriculum. All staff understand the intentions for children's learning. They provide exciting and inspiring experiences for children. Staff teach children how to mix two different colours of paint to make new colours. Children show high levels of concentration as they experiment. They develop self-expression and artistic skills. Children talk confidently to visitors about the animals and patterns they paint.
- Children's emotional well-being is exceptionally strong. Staff nurture the character of children. Babies giggle with delight as their close adult gently blows shredded paper. Staff make wonderful face-to-face connections during playful interactions. The attachment and trust that babies have with their key person is clearly evident.
- Staff focus sharply on developing children's literacy skills. They read stories to children over a number of weeks. Staff use highly effective reading techniques. They help children to become the storyteller. Children demonstrate their excellent knowledge and articulately retell the story about, 'The Tiger Who Came to Tea'. They excitedly act out the story using real resources, including, teacups, saucers and teapots. Children develop an impressive knowledge of stories. This provides a strong foundation for their future reading development.

- Children with special educational needs and/or disabilities are supported especially well. Staff are swift to identify any developmental concerns in children and work closely with other professionals to support them. Staff tailor their approach to the uniqueness of each individual child. The manager uses additional funding to provide children with one-to-one adult support. This is highly effective and helps to promote positive outcomes for children.
- Staff place the highest importance on developing children's language skills, including those who speak English as an additional language. They work closely with parents to give them confidence to speak with their children in the languages used at home. Children show high levels of curiosity. They 'paint' the nursery windows with water and brushes, build models using clear bricks and enjoy discussions at lunchtime. Staff introduce interesting words, including 'reflection', 'transparent' and 'semolina'. Children use an extensive vocabulary and speak articulately using well-constructed sentences.
- Parents speak extremely positively about the nursery. They describe how their children are 'always loved and cared for' by staff who are 'patient' and help their children to 'flourish'. Parents are kept well informed about their children's learning during daily face-to-face discussions and through online learning journals.
- The manager provides all staff with focused professional development. Trainee apprentices receive consistently high-quality support from well-qualified and experienced staff mentors. This includes modelling teaching, explanations of teaching and discussions about the impact of teaching on children. Apprentices develop excellent knowledge and skills. They display the strong capabilities they need to effectively support young children's learning and development.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that safeguarding children is given the highest priority. Staff act swiftly in reporting any concerns. They ensure that families receive the early help they need. Staff help parents to complete forms to access additional financial help so that they can provide effectively for their children. The manager and staff have an excellent understanding of how to protect children. They are alert and ready to support children who may be at risk of harm. Staff complete annual safeguarding training. They consider serious case reviews and learn from these to develop in-depth safeguarding knowledge. Staff are trained to administer prescribed medication to support children's medical and dietary needs. The nursery is safe and secure.

Setting details

Unique reference number	512564
Local authority	Leeds
Inspection number	10264533
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	46
Number of children on roll	55
Name of registered person	Leeds City Council
Registered person unique reference number	RP900804
Telephone number	0113 3784210
Date of previous inspection	19 June 2017

Information about this early years setting

Little Owls Nursery Hunslet Rylestone registered in 1980. The nursery employs 14 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 2 or above, including six with level 3 qualifications, one with a level 4 qualification and two with level 6 qualifications. The nursery opens from Monday to Friday, all year round apart from a week at Christmas and five closure days for training. 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
Angela Sugden

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 that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together. The manager told the inspector about what she wants the children to learn and how the curriculum is planned and sequenced for the different groups of children.
- The inspector observed the quality of education during activities indoors and outdoors and assessed the impact this has on children's learning.
- Parents told the inspector, through discussion and written feedback, how their children's learning is supported and how staff keep them informed.
- The inspector carried out a joint observation with the manager. They discussed teaching and the impact of this on children's learning.
- The inspector spoke with the manager, deputy manager, staff, trainees and children during the inspection.

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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