

Inspection of Little Owls Nursery Osmondthorpe

129 Rookwood Road, Leeds, West Yorkshire LS9 0LX

Inspection date:

13 June 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

The quality of education is variable for children. For instance, when key staff are absent or deployed in another area of the nursery, some children are not supported by other staff. Children with special educational needs and/disabilities (SEND) have clear plans in place to support their development. However, some staff do not implement these, and, on occasion, this leads to emotional distress. Although curriculum plans are clear, they do not match children's individual learning needs. This means that staff do not consistently build on children's prior learning and some activities are not purposeful.

In contrast, staff who work with their key children know them very well. Children benefit from meaningful activities that help them to make good progress. For instance, young children enjoy choosing animals from the basket. Staff model words clearly and praise children for sharing. Older children sing nursery rhymes as they play in the water. Staff challenge them to count the ducks that are left and help them to do this accurately.

Since the COVID-19 pandemic, new staff and children have joined the nursery from a partner setting. The manager and leadership team have worked hard to make some adjustments and there is a clear action plan in progress. Staff have access to a wide range of professional development opportunities. However, this is not focused on helping staff to meet the needs of the children who currently attend.

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

- The curriculum is not coherent or suitably matched to children's current stage of development and learning needs. For example, some staff focus on teaching children letter sounds rather than focusing on building their communication and language skills. At times, older children's learning is incidental and they wander between activities. This does not help children to make consistently good progress or become enthusiastic learners.
- However, other staff have a clear focus for their key children. They make accurate assessments of their progress and use this information to plan their next steps. For instance, they support young children's learning through their play, such as modelling new words when they wash dolls in the outdoor area. Other staff are aware of the need to adjust their levels of support and challenge for each child. They encourage some children to count the legs of the horse and praise them as they whisper the correct number.
- Children benefit from plenty of opportunities to develop their physical skills. This aspect of the curriculum is strong. For example, young children explore the natural surroundings outdoors. They splash in the water tray and enjoy experimenting with chalks. Older children learn how to climb the trees safely.

They develop good levels of independence and take an active part in their own self-care.

- Staff show kindness towards children and are positive role models. The majority of staff have a good understanding of how to meet children's individual care needs and promote inclusion. For example, children who have a range of dietary requirements still have the option to self-serve at the dinner table, while staff keep them safe. Overall, children's behaviour is positive. Staff teach them how to share and take turns. This helps them to develop good social skills for the future.
- The manager does not consistently focus staff's training to help them meet children's specific needs. For example, some staff who work closely with children with SEND do not fully understand their role to support these children's learning and emotional needs. This does not consistently promote children's emotional well-being, and prevents learning from taking place. However, staff have recently attended visual communication training which has helped them to support children's communication skills through pictures and signs.
- The leadership team are passionate and focused on making necessary improvements to the nursery. They use their links with the local authority effectively and work in close partnership with the children's centre. They spend extra funding on a variety of activities to broaden children's experiences and close gaps in their learning. Children thoroughly enjoyed taking care of the chicks and learned about life cycles as they watched them grow.
- The manager has high expectations for staff and for the families who attend. Partnership working is effective. Parents have opportunities to visit the nursery to discuss children's progress with their key person. They say their children are well-cared for. Other parents are particularly happy with their children's progress, especially their communication and language skills.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety is a priority in the nursery. Staff are highly vigilant and provide effective levels of supervision. Staff complete robust and regular risk assessments to ensure that outdoor areas are safe for children to explore. The manager and leadership team provide staff with clear procedures to follow if they have concerns about children or a colleague. Staff confidently discuss signs of potential abuse and know how to record their concerns. Managers follow safer recruitment processes to ensure that staff are suitable to work with children. For instance, they gather references and obtain disclosure and barring service checks for all staff. Children learn about sun safety, and staff explain why they need to keep their hats on and drink plenty of water.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
improve staff's understanding of the curriculum and how to implement this to help children develop secure foundations and so their learning is sequenced and purposeful	15/08/2023
ensure that staff undertake appropriate training and professional development opportunities to ensure that they offer quality learning and development experiences, specifically those who work with children who have special educational needs and/or disabilities.	15/07/2023

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

- reflect on the program for staff's professional development to ensure that it is relevant and has an impact on how well staff meet children's learning needs.

Setting details

Unique reference number	512418
Local authority	Leeds
Inspection number	10297120
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	73
Number of children on roll	83
Name of registered person	Leeds City Council
Registered person unique reference number	RP900804
Telephone number	0113 249 7054
Date of previous inspection	6 February 2018

Information about this early years setting

Little Owls Nursery Osmondthorpe registered in 1989. The nursery employs 17 members of childcare staff. Of these, 17 hold appropriate early years qualifications at levels 2 and 3, including the manager. The nursery opens Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. Children who have special educational needs and/or disabilities attend.

Information about this inspection

Inspector

Michelle Lorains

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic. The inspector discussed the impact of the pandemic with the setting and has taken that into account in her evaluation of the setting.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Two joint observations were completed by the manager and inspector, indoors, during experiences with children of different age groups.
- The inspector held a discussion with the leadership team in relation to the leadership and management of the nursery. She looked at relevant documentation, such as evidence of recruitment, staff's qualifications and their suitability to work with children. She discussed children's learning and development with the staff team and nursery manager.
- The inspector spoke to parents and obtained feedback for 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.

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 2023