

Inspection of Little Owls Nursery City And Holbeck

Hunslet Hall Road, Leeds LS11 6TT

Inspection date: 22 June 2023

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

The provision is outstanding

Children excitedly bound into the nursery. Staff build exemplary relationships with children and families, which begins on initial home visits. Staff encourage detailed information-sharing. This helps children to form excellent attachments to the nurturing staff. Children thrive in the nursery and feel happy, safe and secure. They are engrossed as they lead their own play in a vibrant and nurturing environment. Staff embrace and celebrate the diversity of the families who attend. Consequently, children learn great tolerance and respect for one another and build wonderful friendships.

All children excel from their starting points in development on entry. They develop independence and a wealth of essential skills and knowledge that equips them for starting school. This stems from staff's high-quality interactions and an inclusive and rich curriculum that gives every child the best start in life. The curriculum is built firmly, and evolves, around the needs of children and their families. For example, staff recognise that many children have limited access to a garden or alternative safe outdoor spaces and, therefore, meticulously plan for the outdoors. Furthermore, staff adapt their practice as there are 25 languages reflected across the nursery and a higher percentage of boys in the pre-school room. For example, staff use unique activities to spark boys' interest in making marks, to support their early literacy skills.

The manager's and staffs' passion and expert teaching shines through and is reflected in children's immense fun and enjoyment of learning. For example, younger children curiously explore intriguing tactile media. Older children excitedly talk about the insects that scurry away when staff move large stones and tyres. They enthusiastically learn how to harvest potatoes, showing great cooperation and focus.

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

- The manager diligently monitors children's progress and swiftly identifies gaps in children's learning and developmental delays. Staff implement first-class early interventions, which include the precise targeting of additional funding and excellent partnerships with other professionals. Consequently, children catch up quickly, including those who have gaps in their development as a result of the COVID-19 pandemic.
- Staff are highly responsive to children's interests, such as when they display repeatable patterns of behaviour, known as 'schemas'. They adapt the learning environment and attend training to enrich their knowledge and facilitate this important stage of play.
- Staff provide excellent opportunities for children to learn about their community

and beyond. For example, children interact with police community support officers and visit a dance company. Children learn amazing facts about nature. For example, they grow fruit and vegetables in their potting shed and garden and observe chicks hatching from eggs in the incubator.

- Staff constantly deepen and expand children's knowledge. For example, children can recall exciting experiences, such as making an apple crumble and discovering snails, through photo booklets and displays. Staff find a video of a launch and set up a craft activity to build on children's fascination with rockets. Children use different techniques and ample critical thinking to make impressive models.
- Staff use intensive programmes to accelerate children's early communication skills. They create a language-rich environment and use pictorial aids to support children with special educational needs and/or disabilities and those children who speak English as an additional language. Staff ignite children's love of movement, songs and stories through activities such as dance and drama workshops.
- Staff share limitless information and activity ideas to inspire and help parents support children's learning and development. Parents attend craft workshops, and staff share activity packs and home-learning resources. Staff model songs and storytelling for parents online and through activity sessions. They provide a library and plan events, such as 'the big book giveaway'.
- Staff encourage parents to share photos of important events that can be celebrated at nursery, such as a special holiday or festival. Staff recognise, respect and foster children's cultural practices exceptionally well.
- Children demonstrate excellent social skills and behaviour. They share gardening tools and make 'cupcakes' together in the exploratory kitchen. Staff use visual aids, such as sand timers, to support turn-taking and prepare children for changes, such as tidy-up time. Older children sing the 'Hello' song in everyone's home languages.
- Children develop excellent physical skills. For example, toddlers clamber over wooden play equipment. Younger children use challenging threading resources. Older children confidently negotiate the tricky obstacle course. They skilfully use scissors and independently fill up and carry milk churns and watering cans back to the exploratory kitchen.
- Staff instil early messages about healthy lifestyles and model excellent practice around 'healthy start' programmes. The exemplary nursery menu, created by a nutritionist, incorporates meals made using fresh seasonal local produce and food that the children harvest. It also includes a baby-weaning menu.
- The manager reflects on the nursery practice superbly, in consultation with everyone. This informs expansive development plans and continued professional development of staff. This has a significant impact on children's learning, such as their speech.

Safeguarding

The arrangements for safeguarding are effective.

Comprehensive safeguarding policies and procedures underpin staff's excellent practice. There are rigorous systems for recruiting staff to ensure their suitability. Staff have an excellent understanding of the indicators of abuse, specific risks to their particular local community and how to report concerns. Alongside updating training, staff are subject to regular knowledge assessments. They also have access to a wealth of safeguarding-related information displayed on notice boards in the staff room and around the nursery. Staff undertake meticulous risk assessments to ensure children's safety and stringently monitor access to the nursery. They celebrate and plan activities around national safety events with children and families. Staff share a wide array of safety information and tips with parents.

Setting details

Unique reference number	EY539477
Local authority	Leeds
Inspection number	10289326
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	47
Number of children on roll	59
Name of registered person	Leeds City Council
Registered person unique reference number	RP900804
Telephone number	0113 378 9945
Date of previous inspection	21 November 2017

Information about this early years setting

Little Owls Nursery City And Holbeck registered in 2016 and is located in Leeds. The nursery employs 14 members of childcare staff. Of these, 12 hold appropriate early years qualifications; one is at level 2 and 11 are at level 3. 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.

Information about this inspection

Inspector
Rachel Ayo

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 manager and has taken that into account in their evaluation of the nursery.
- The inspector observed the safety and suitability of the premises. She observed the quality of education, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out a learning walk with the manager to understand how they organise the early years provision and curriculum.
- The manager and the inspector observed and discussed a range of activities taking place across the nursery.
- The inspector spoke with staff, children and parents during the inspection. The manager shared written feedback from parents, including questionnaires.
- The inspector held a meeting with the manager and children's centre manager. She looked at various documents, including those related to the suitability and qualifications of staff.

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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