

Inspection of Little Owls Nursery New Bewerley

New Bewerley Community School, Bismarck Drive, Beeston, Leeds LS11 6TB

Inspection date: 25 October 2023

Overall effectiveness	Outstanding
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The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children's behaviour is exemplary. This is because leaders and staff securely embed routines and consistently apply their high expectations. Children immediately respond to staff's requests and work harmoniously alongside each other. Children feel very safe in the nursery. They demonstrate this as they chat to themselves or burst into song, feeling free to express themselves. Babies bob up and down on their feet in response to staff. They take their first steps and walk towards familiar staff, giggling with joy.

The interactions between staff and children are exceptional. Staff maintain a constant focus on developing children's vocabulary. Each week, the nursery has a focus on a new word and staff use real objects to support children's understanding. Staff repeat the words that children say and add new words into sentences to extend children's communication skills. They engage children in discussions and reflect back on previous learning to develop their conversational skills. For instance, children recall what they found inside a pumpkin. They discuss the features of constructions they have made, proudly showing off their work.

Children have the skills they need to be ready for school and beyond. The atmosphere in all rooms is calm and purposeful. All children, including children with special educational needs and/or disabilities (SEND), demonstrate high levels of concentration on activities. They make excellent progress towards the intended learning goals. Staff plan a rich and very ambitious curriculum. They use a range of core stories, rhymes and poems to deepen children's understanding. Staff read to children with expression, capturing children's interests. This is demonstrated when children, who are playing outside on bicycles, pull up and stop to listen to a story because of the way that staff read.

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

- Staff consistently develop children's mathematical vocabulary. They address any misconceptions that children may have immediately. This helps children to develop their mathematical skills to a high standard. Children count conkers from a large group and match the right amount to a numeral. Staff encourage children to recount when they make a mistake and clarify their confusion between the numerals three and eight. This helps children to immediately correct their errors and challenges their thinking.
- Children are encouraged to solve problems about size. For instance, as children build structures with blocks, staff develop their vocabulary linked to size. Staff talk about the plank that children walk on being 'narrow'. They offer young children a choice between a 'big' or a 'little' teapot.
- Children are highly motivated to learn and role play with enthusiasm. Young

children pretend to make a cup of tea and carefully feed dolls in high chairs as they play in the home corner. Older children act out phone calls and create storylines as they play with the dolls' house and characters.

- Parents talk about the nursery passionately and are delighted with the progress which their children make. They say leaders go above and beyond to make sure that their children settle in happily. Leaders seek regular feedback from parents and offer a range of activities, such as mathematics bags, story sacks and parent workshops, to support children's learning at home.
- Children with SEND receive exceptional support. Staff quickly recognise and address any concerns to ensure that children receive the early interventions they need as swiftly as possible. The special educational needs coordinator works closely with parents and external professionals to implement highly effective plans that enable all children to be fully included.
- Leaders are passionate about child development. They deliver high-quality training to staff, such as training about children's physical development and links to literacy skills as children grow. Staff talk knowledgeably about the techniques they use to develop children's physical movement. They deliver movement sessions that lead to children having strong control over their bodies. This, in turn, helps to develop children's later reading and writing skills.
- Staff use additional funding to support trips and experiences for children, such as farm visits, hatching eggs, parties at Eid and musical events. This helps children to understand diversity and culture. Children gain confidence and increased communication skills as they take part in these stimulating activities.
- Children demonstrate excellent autonomy in the environment. They know and understand the daily routines, putting on their own coats and shoes and washing their hands frequently without support. They serve themselves at lunchtime and independently return resources to the correct places when they have finished playing. Children consistently keep on trying as they develop skills such as fastening a zip.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have designed and implemented comprehensive safeguarding policies and procedures that underpin their first-rate practice. All staff demonstrate they recognise the signs of abuse and know what to do if they are worried about a child. They are clear about whistle-blowing procedures. Leaders regularly liaise with the local family support service to ensure that families get the support they need. Staff refresh their safeguarding training regularly and build strong relationships with families. This helps staff to identify children who may be at risk. Staff keep an accurate register of children's attendance and follow up any absences. They record all accidents, and leaders monitor accidents and existing injuries on a regular basis.

Setting details

Unique reference number	EY341726
Local authority	Leeds
Inspection number	10301276
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	72
Number of children on roll	69
Name of registered person	Leeds City Council
Registered person unique reference number	RP900804
Telephone number	0113 3368255
Date of previous inspection	4 January 2018

Information about this early years setting

Little Owls Nursery New Bowerley registered in 2007. It is situated in purpose-built premises in the grounds of New Bowerley Community School in Leeds. The setting employs 13 members of childcare staff. Of these, 11 staff hold appropriate early years qualifications at level 3 or above and two staff hold a level 2 qualification. The setting opens all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and training days. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Ginny Robinson

Inspection activities

- This was the first routine inspection the setting 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 setting.
- The manager, assistant manager, children's centre manager and inspector held a meeting.
- The inspector spoke to children and parents during the inspection, taking into account their views.
- The inspector had a tour of the premises and observed the physical measures in place to keep children safe. The inspector viewed the inside and outside space used by the setting.
- The inspector observed the quality of education during activities and assessed the impact on children's learning. The manager and inspector jointly evaluated an activity together.
- The inspector looked at a sample of the setting's documents. This included evidence of training and suitability 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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