

Inspection of Little Owls Nursery Quarry Mount

Pennington Street, Leeds, West Yorkshire LS6 2JP

Inspection date: 29 November 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 good

Children form strong bonds with their key person and other staff who are kind, considerate and attentive to their needs. They recognise the uniqueness of each child and tailor their care support accordingly. Upon arrival, children receive a very warm welcome and are supported to leave their parents as they go off to find their friends. They quickly become independent and motivated learners, who delight in exploring the calm environment and the wide range of activities available. Staff have high expectations for children's behaviour. They remind children of the rules and behaviours and children learn what is expected. For example, children know they must wait to go outside. Children's behaviour is very good, they take turns and play cooperatively with their friends.

Children are very well supported with their developing communication and language skills, including those who speak English as an additional language. Staff repeat unclear words back to children, extend sentences and introduce a range of new vocabulary. When sharing stories, staff use props to enhance children's experience of the books. Children enjoy taking home reading books to share with their families. They are confident and eager to share their thoughts. Staff also use songs and rhymes to introduce younger children to counting. These learning opportunities help children to develop a good awareness of numbers and early mathematical concepts.

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

- Through observations, talking with parents and listening to children, staff build their knowledge of what children need. They use this to help them to prepare a curriculum that is interesting and engages children well. Staff understand children's starting points and they skilfully help children to build on their learning during play. For example, when children count bricks, staff extend this learning by asking children to add 'one more'.
- Overall, managers ensure that the curriculum is well understood and implemented by staff. However, some staff do not fully understand what skills children need to learn and what they need to develop when delivering activities, in order to maximise children's learning.
- All children have space to be physically active. Younger children learn to climb on the low-level wooden frame. This helps them to develop the core muscles that they need for walking unaided. Older children gain confidence with this reassurance and develop their large muscles and their coordination. For example, they confidently run, jump and balance on low level beams.
- Staff offer children frequent praise and encouragement. Children smile in delight as they successfully identify a letter that is in their name. Photographs of children's families are used well by staff to help children to talk about different

family groups. This, as well as a range of stories and activities linked to calendar events, helps to raise children's awareness of diversity.

- Support for children with special educational needs and/or disabilities is a particular strength of the nursery. Staff sensitively meet the individual needs of the children, with respect and kindness. They recognise when children need focused one-to-one time and when they are able to cope independently in group situations. This helps children to feel safe and secure.
- Partnership with parents is very strong. Parents speak very highly of the managers and staff and describe them as 'a second family', and state that staff go 'above and beyond' to support them. An effective two-way flow of information helps to ensure that children's needs are well known by all involved in their care and learning.
- Children learn from staff that being healthy is important. Staff provide nutritious meals and snacks for children throughout the day. Children welcome learning about and trying new foods. They build their social and self-care skills as they work towards their move on to school. For example, older children confidently use knives and forks at mealtimes.
- The strong management team have an accurate view of the nursery's strengths and a clear development plan. Managers observe staff regularly and give them feedback on their performance. They support staff who are new to their roles, ensuring that practice continues to improve. Staff take part in a variety of training to develop their own knowledge and skills.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a good understanding of safeguarding and they know about the signs and symptoms of abuse. They know how to record and report any concerns to the designated safeguarding lead for the nursery. Managers require all staff to complete regular training to ensure their knowledge of safeguarding issues remains current and up to date. The premises are secure, and security measures limit the access of visitors to the rooms used by children. At regular intervals, staff check the number of children and staff in each room. This helps to ensure that everyone is present and that the correct staff-to-child ratios are met, which contributes to keeping children safe.

What does the setting need to do to improve?

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

- embed the curriculum intent more securely and consistently, so that all staff have a firm and common understanding of what children need to learn next.

Setting details

Unique reference number	EY103260
Local authority	Leeds
Inspection number	10304836
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	1 to 4
Total number of places	67
Number of children on roll	56
Name of registered person	Leeds City Council
Registered person unique reference number	RP900804
Telephone number	01133782555
Date of previous inspection	2 February 2018

Information about this early years setting

Little Owls Nursery Quarry Mount registered in 2002 and is located in Leeds. The nursery employs seven members of childcare staff. All hold appropriate early years qualifications at level 2 or above. The nursery opens Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery receives funding to provide early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Shirley Maynard

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 managers and has taken that into account in their evaluation of the nursery.
- The inspector observed the quality of education during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the assistant manager. She spoke with staff and children during the inspection.
- The manager, early learning manager and inspector completed a learning walk together.
- The inspector held a meeting with the management team. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection. She also took account of written testimonials obtained from parents 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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