

Inspection of Little Owls Nursery Little London

169a Meanwood Road, Leeds, West Yorkshire LS7 1SR

Inspection date: 22 October 2024

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are at the heart of everything staff do at this inclusive and welcoming nursery. Staff form positive relationships with children. Key persons know children well, including their experiences at home and where they are in their development. Staff thoughtfully plan a range of play experiences and activities that support and ignite children's curiosity and learning. For example, children develop their fine motor skills as they mould and shape clay to make small pots to celebrate Diwali. They decorate their pots in their own way and show great pride when they are completed.

Outside, children thrive at the opportunity to develop their physical skills. They climb trees and use ropes tied between the trees to balance on. Children wait patiently for their friends to finish on the bikes, indicating they know the expectations to take turns.

Children with special educational needs and/or disabilities (SEND) and those who speak English as an additional language are supported extremely well across the nursery. For example, small-group sessions are used to introduce new words. Children have been learning about the word 'shiny'. Staff use a metal ball to help children to understand what it means. These well-thought-out activities help children to make good levels of progress from their starting points.

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

- The passionate and dedicated managers have a clear vision for the nursery. Effective monitoring processes help the nursery to continually evaluate what they offer. It uses feedback from staff, parents and area leaders to plan what it can do next to reinforce children's learning and development. Supervision of staff's performance is regular and in depth. It provides support to ensure that teaching is of a good quality. Staff report on how valued they feel.
- The support for children with SEND is a real strength of this nursery. Timely referrals are made to ensure that children and their families receive the support they need. Staff understand the importance of working closely with a range of external agencies and parents. Children with SEND have personalised plans in place that include detailed strategies given by other professionals to meet children's needs. Managers use additional funding well to benefit the needs of individual children to assist them in accessing the curriculum. Children with SEND are consistently supported to make good progress.
- Leaders and staff prioritise children's communication and language development. Staff hold meaningful back-and-forth conversations with children. Staff naturally expose children to new words. For example, they introduce the words 'reverse' and 'sirens' when discussing the different sounds vehicles make. Staff give clear

explanations to what the words mean to help children to understand the new vocabulary.

- Children's behaviour is well supported. For example, each morning, children self-register by putting their photo in individual emotion baskets to say how they feel. This helps staff to know how to support children each day, depending on how they are feeling. Staff offer gentle reminders, using visual prompts, of the rules and expectations. For instance, children know to hang their coats up when they come inside and to wear a yellow apron if they want to play in the water.
- Overall, leaders plan daily routines well. For example, visual timetables are used to help children understand the order of activities. Staff and children go through the 'now and next' timetable together as it happens. They remove the pictures as each part is finished. However, there are times during the day when staff do not always consider the needs of the youngest children when planning and implementing the curriculum. For instance, fewer staff interactions mean that children's communication and language skills are not fully supported consistently across the day.
- Staff have formed positive relationships with parents. They are provided with information regarding what their children are learning and their next steps in development. They feel very involved and valued in their children's learning and the nursery. For example, parents have the opportunity to come into the nursery and read stories to children in their home language. Parents state that every member of the staff, from apprentices to managers, are kind, caring and 'amazing'.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- refine the organisation of routines for the youngest children to help them fully engage in their learning.

Setting details

Unique reference number	EY331899
Local authority	Leeds
Inspection number	10367740
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	84
Number of children on roll	51
Name of registered person	Leeds City Council
Registered person unique reference number	RP900804
Telephone number	0113 3782660
Date of previous inspection	22 February 2019

Information about this early years setting

Little Owls Nursery Little London registered in 2006 and is based in the Little London area of Leeds. The nursery opens Monday to Friday, all year round. Sessions are from 8am to 6pm. The nursery employs 14 members of childcare staff. Of whom, two hold appropriate early years qualifications at level 6, one at level 4, six at level 3 and two at level 2. The manager holds early years professional status. The nursery offers the government funded places for childcare and receives specific funding for disadvantaged children.

Information about this inspection

Inspector

Suzanne Thompson

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Staff spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the 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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