

Inspection of Little Owls Nursery Hawksworth Wood

Little Owls Hawksworth Wood, Broadway, Leeds, West Yorkshire LS5 3PS

Inspection date: 3 December 2024

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 are happy, settled and eager to learn at this inspirational nursery. From the moment they arrive, children enthusiastically participate in the activities on offer. Children feel respected and valued as staff empower them to make choices about their day. For instance, children choose what activities to take part in and when to play indoors or go outdoors. The day flows seamlessly, and even the youngest children show high levels of engagement in their play. For example, babies become deeply absorbed in the sensory experience of using their fingers to explore the texture of cornflour and water. They use spoons to scoop the mixture and watch it drizzle from the spoon back into the tray.

Children form extremely close bonds with their key person and other staff. Staff get to know children and their families well from their very first visit. They tailor the settling-in process to each child to ensure that their emotional well-being is a priority. Staff create a respectful environment through well-embedded routines, gentle encouragement and meaningful praise. This motivates children to make positive choices. They are kind to one another and patiently take turns. Children behave exceptionally well.

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

- Leaders have developed an outstanding curriculum. Leaders involve staff in all aspects of the curriculum development, including how funding is spent. They carefully consider how to use funding to improve outcomes for children. An outdoor reading area has been developed to promote children's communication and language development. This joint approach means that staff feel valued and have an excellent understanding of the nursery's ethos and curriculum aims.
- Partnerships with parents and carers are a key strength of the nursery. Genuine, supportive relationships are formed between staff and parents. Parents are comfortable speaking to staff about personal issues. They appreciate the support extended to them by staff and feel involved in their children's journey at the nursery. They value the excellent communication that they receive, particularly the ideas on how to support their children with their development at home. This united approach helps children make the best possible progress.
- Assessments of children's development are accurate. They quickly identify any gaps in learning or delays in development. Leaders have excellent oversight of children's needs and work collaboratively with staff, parents and other professionals to put in place highly targeted plans of support. All children make excellent progress, including children with special educational needs and/or disabilities (SEND).
- Children develop a love of books and stories. Story times occur often throughout the day. Children particularly cherish one-to-one story times with staff. They

remain focused as staff read with wonderful expression. Children join in with familiar stories. They enthusiastically recall phrases such as 'Who is that trip trapping over my bridge?', eagerly anticipating what comes next.

- Staff promote communication and language skills superbly. They use every opportunity to model language to children and narrate what young children are doing as they play alongside them. Staff sing spontaneously throughout the day. They engage older children in meaningful and interesting conversations. Children develop strong language skills, which helps them to become confident communicators.
- Mathematics is embedded throughout the curriculum. Children thrive on being set mini challenges that build on what they already know. For instance, children hunt in the garden for numbered snowmen. This promotes counting skills and number recognition. Children compare and categorise baubles by shape, size and colour as they find them during an outdoor treasure hunt. Children develop a secure foundation of mathematical knowledge and language, ready for their next stages of education.
- Children's well-being is of a high priority. On arrival, children add their photo to the 'colour monster' board to signify how they are feeling. Staff use this as a conversational tool to explore children's emotions. Children gain an understanding of their feelings and the language to describe how they are feeling.
- Staff model kindness and respect through their interactions with each other and with children. Children learn from this. They play cooperatively, working together to build a sophisticated obstacle course. They talk to each other calmly and politely and try to help each other. For example, children act quickly to help each other. Children develop wonderful social skills.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	EY313604
Local authority	Leeds
Inspection number	10364295
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	80
Number of children on roll	88
Name of registered person	Leeds City Council
Registered person unique reference number	RP900804
Telephone number	0113 2590173
Date of previous inspection	24 January 2019

Information about this early years setting

Little Owls Nursery Hawksworth Wood registered in 2005. It is one of a number of provisions run by Leeds City Council and is situated within the grounds of Hawksworth Primary School in Leeds. The setting is open each weekday, from 8am to 6pm throughout the year, except for bank holidays and training days. The setting employs 17 members of staff. Of these, two have early years degree qualifications. The setting provides funded care and education for children.

Information about this inspection

Inspector

Natalie Stringer

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- Leaders joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Staff spoke to the inspector during the inspection.
- 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 and a leader carried out a joint observation of an activity.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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