

Inspection of Little Owls @ Ainthorpe

Ainthorpe Primary School, Ainthorpe Grove, Hull, Yorkshire HU5 5EB

Inspection date: 1 July 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Staff consistently demonstrate high levels of enthusiasm and are very responsive to children's needs. They plan activities that ignite children's curiosity about the world, both past and present. The older children learn about the life cycle of a dinosaur, starting from an egg. Children learn the meaning of new words, such as 'incubate' and 'hatching'. Staff ask children if they know other animals that begin life as an egg. This gives opportunities for children to share their knowledge and ideas and enhance their understanding.

Children have many resources to support their early literacy skills across the nursery. Staff build children's physical strength over time so that when they are ready they can hold a pencil effectively. The younger children enjoy using chalks to make marks on the ground. Older children write menus in their 'Chinese restaurant'. Staff encourage children to listen to different sounds that make up words. This supports children as they begin to learn to read in school.

Children behave really well. They learn to take turns and share popular resources. Staff support children to feel safe and secure, and they prioritise children's well-being. Babies quickly develop strong emotional bonds with their key person. They smile and reach out for cuddles, and staff are quick to respond. Staff show sensitivity with children who need more support at certain times, for example when it is time to stop playing and get ready for lunch.

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

- Staff observe and talk to children to find out what motivates them to learn. They plan the curriculum to support children's development across the areas of learning. For example, they teach children about the properties of different media and materials. Children gain the confidence to talk about things that they have experienced, for example how some things change permanently. Older children mix flour, oil and water together and discover that combining the ingredients creates dough. Staff explain that the dough can not be changed back to the original ingredients. Children gain an understanding of why things happen and how they might change.
- Nursery leaders focus on improving children's communication and language development, especially due to the impact of the COVID-19 (coronavirus) pandemic. Staff sing songs and rhymes, and children join in enthusiastically. Staff point out which words rhyme in stories they read. Children repeat these rhyming words and add their own to show they understand. However, staff do not consistently obtain information about the home languages of all children who speak English as an additional language. As a result, there is not a consistent approach in supporting some children with developing their home

language in the nursery.

- Nursery leaders make good use of the additional funding they receive for children to improve their outcomes. The most recent funding has been used to build children's confidence and physical skills. The outdoor areas now include equipment that enables children to attempt new physical challenges, such as climbing a rope ladder. Children gain much satisfaction when they achieve something they have been trying to master.
- Parents spoken to during the inspection spoke about the 'fantastic' staff team. They describe the positive impact of the nursery's curriculum on their children's learning and development. Parents value the online learning journal completed by each child's key person. They know that staff welcome the information they share about what children learn at home.
- Nursery leaders do not always monitor the impact of how some planned group activities are organised and delivered. This means that children sometimes participate in activities that are not closely matched to what they need to learn next.
- Children with special educational needs and/or disabilities are very well supported. The special educational needs coordinator works closely with parents, staff and external agencies. She makes sure that any specific needs are quickly identified and children get the support they need. She checks that staff fully understand how to implement individual plans for children effectively.
- Staff make sure all relevant information is shared with school when it is approaching the time for children to move on. This helps schools to meet children's different needs right from the start. There are strong partnerships with the academy on the same site. Staff are also proactive in contacting other schools or settings that are welcoming children in the near future.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand the nursery's safeguarding policies and procedures. They undergo rigorous checks to ensure they are suitable to work in the nursery, and their suitability continues to be carefully monitored by nursery leaders. All staff receive safeguarding training as part of their induction when they start at the nursery. The safeguarding lead keeps staff up to date with national and local requirements. Staff confidently describe the signs and symptoms that would cause them to be concerned about a child's welfare. They know they must report any concerns immediately, even if they do not appear significant.

What does the setting need to do to improve?

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

- review how the curriculum for all group activities is planned so it is appropriate

for all children and builds on what they currently know and can do

- ensure that there is a consistent approach in supporting all children learning English as an additional language so that they can continue to develop and use their home language across the nursery.

Setting details

Unique reference number	2498955
Local authority	Kingston Upon Hull City Council
Inspection number	10194418
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 11
Total number of places	85
Number of children on roll	137
Name of registered person	Dove House Trading Ltd
Registered person unique reference number	RP535439
Telephone number	01482 785778
Date of previous inspection	Not applicable

Information about this early years setting

Little Owls @ Ainthorpe registered in 2018. The nursery employs 17 members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 and above, including one with early years teacher status. The nursery opens from 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

Rose Tanser

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 provider and has taken this into account in her evaluation of the provider.
- The nominated individual for the nursery completed a learning walk with the inspector to explain how she leads on planning the curriculum for children.
- The inspector gained the views of parents through meetings and phone calls.
- The inspector spoke to members of staff at appropriate times during the inspection.
- The nominated individual and the inspector completed a joint observation and discussed the impact on children's learning.

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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