

# Leapfrog Nursery School

Inspection report for early years provision

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<b>Unique Reference Number</b>	120090
<b>Inspection date</b>	05 December 2007
<b>Inspector</b>	Lynne Elizabeth Lewington
<b>Setting Address</b>	The Kiln, St. Georges Road, Badshot Lea, Farnham, Surrey, GU9 9LX
<b>Telephone number</b>	01252 781098
<b>E-mail</b>	
<b>Registered person</b>	Leapfrogs Nursery School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Leapfrog Nursery School opened in 1985. It is managed by a parents committee and operates from a community hall in Badshot Lea, Surrey. A maximum of 26 children may attend the nursery at any one time. The nursery is open during school term-time only and provides sessional care. Monday and Friday sessions are 9.30 until 12.15. Tuesday and Thursday sessions are 9.30 until 11.30 and 11.45 until 2.30 and Wednesday sessions are 9.15 until 11.45 and 12.00 until 2.30. The children have access to a secure enclosed outdoor play area.

There are currently 62 children aged from two to five years on roll. Of these, 32 children receive funding for nursery education. The setting accepts children from the village and surrounding areas. The nursery currently supports a number of children with special needs. No children with English as an additional language attend at this time.

The nursery employs seven staff to work directly with the children. There are six qualified members of staff who hold appropriate early years qualifications, and one member of staff is working towards a childcare qualification. The setting receives support from Surrey Early Years Childcare services.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children's good health is encouraged well in this caring nursery. Good care is taken to gather information about children's health and dietary needs ensuring appropriate care is given at all times. Good care is taken to ensure the play environment is clean and hygienic and children learn sensible hygiene routines to promote their good health; for example, older children independently use the toilet facilities and wash and dry their hands, some reminding others of this healthy routine. Children's welfare is promoted well as accidents are managed competently by the staff team who all hold first aid qualifications.

Children learn about healthy eating through conversations and planned activities. They enjoy snacks and lunch at the table with the staff, developing their awareness of mealtimes as a social and enjoyable occasion. Staff talk with the children about their food, encouraging and helping them to develop an awareness of healthy eating. They enjoy healthy snacks of fruit and a plain biscuit and drinks of juice, water or milk. However, children cannot easily access drinks of water independently throughout the session.

Children enjoy activities everyday which encourages their large and small movements. Weather permitting they use the outdoor environment benefiting from the fresh air and natural light. Indoors, they use the climbing frames and tunnels with increasing confidence and co-ordination. Finer skills develop well as the children move between the activities. Many use scissors, pencils, and play dough tools with increasing confidence and skill.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

The premises provide children with a safe, secure and spacious environment for their play. Good use is made of all the available space in the hall to provide the children with table top and floor activities in addition to an area for physical play on the climbing frame.

A wide range of good quality toys and equipment ensure the children have variety in their play. Staff plan the daily activities ensuring the children have opportunities to make choices in their play. Children move between the many activities on offer to them trying out new and familiar activities confidently.

Children's safety is promoted very well. Regular fire drills at different times of the day ensure that all children and staff can evacuate the premises quickly in an emergency. Comprehensive daily risk assessments help to ensure the premises and equipment are safe and suitable for the children's use. Sensible routines are in place at arrival and departure times to ensure children cannot leave the premises unnoticed and only with known people. On outings children and staff wear fluorescent tabards to increase their visibility and promote their safety.

Children's welfare is safeguarded as a clear policy informs staff and parents of the settings role in protecting children. Staff demonstrate a good awareness of the action they would take if they were concerned about a child in their care.

## **Helping children achieve well and enjoy what they do**

The provision is good.

Children are confident and happy in this play centred environment where they relate well to their peers and the staff. The simple daily routines enable the children to develop their independence and feel secure. They separate from parents confidently and are warmly greeted by the staff that get to know them well. Children thrive in the calm caring environment where they make choices from a wide range of play experiences. Good care is taken to ensure the sessions provide children with suitable challenges and experiences to meet their developmental stage; for example, older children experience a more structured session enabling them to develop skills they will need in school.

### **Nursery Education**

The quality of teaching and learning is good. Planning indicates the children cover a wide range of topics and activities increasing their skills and awareness. Staff undertake good quality observations of the children. These observations help to inform them of the child's development and progress. This enables the staff to plan effectively for children's learning, taking into account children's interests and current events. The staff teams awareness of children's abilities ensures that each child individually benefits from the activities undertaken at a level that meets their individual need.

Children have access to writing and mark making materials at every session. Many use them independently in their play. They are beginning to recognise their own names as they find their names at registration and snack times. Some can write their names and recognise the letters. Children enjoy books using them independently and listening to stories. However, whilst a good range of suitable books are available they are not displayed attractively to support the children's learning and encourage children to make choices.

Children sort and match items as they play; for example with the stickle bricks, they recognise shapes and patterns and show awareness of position. Children look at numbers when they set the calendar each day and benefit from number displays around the room. They undertake activities with pre cut shapes increasing their awareness of shapes, many correctly naming a triangle and a circle. However, opportunities to encourage children's mathematical awareness are often missed.

Children enjoy using the dressing up clothes which they can access easily. Many use the role play area between other activities. Children push dolls in pushchairs and feed the baby doll in the high chair. They act out their life experiences and use their imaginations as they play. Children enjoy opportunities to sing action songs and join in enthusiastically. They have opportunities to make their own creations using paint and dough. Children fold paper and cut out shapes. The adult shows them how to fold the paper in order to make patterns and the children enthusiastically follow her example, making their own patterns.

Children talk about the weather each day as they prepare the calendar enabling them to increase their awareness of the world around them. They talk about the clothes they need to wear in order to keep warm and dry. Awareness of the wider world is encouraged as they talk and learn about traditional and cultural events, the countries that people go to and the different foods that people eat. Easy access to the computer enables children to develop their computer skills very well. Careful monitoring ensures that all children have opportunities to participate and progress.

Simple but clear rules and routines are discussed with the children each day enabling them to develop a clear understanding of what is expected; for example, they ask to go to the toilet, using good manners and help to tidy away. These simple expectations encourage the children to develop their independence and their consideration for others. Children are developing an increasing awareness of others and some play co-operatively with their peers.

### **Helping children make a positive contribution**

The provision is good.

Spiritual, moral, social and cultural development is fostered. The setting encourages equal opportunities for all involved. Policies support equal opportunities practice for both the staff and all users of the service. The children all have equal access to the activities and resources. Children access their activities at low level tables and use resources irrespective of gender. Staff adapt to meet individual need ensuring everyone has an equal opportunity to participate. Children learn about the community around them and the people that help them. They go on walks to the post box and enjoy visitors to the setting such as the fire officers, and police. Staff work closely with parents and early years advisers and other professionals to ensure that children's individual needs can be met and managed appropriately.

Behaviour is managed well. Staff manage behaviour calmly and patiently acting as good role models. They are attentive and relaxed allowing the children time to make discoveries and enjoy the activities on offer. They form good relationships with them, as they praise them frequently enabling each child to be proud of their achievements. Some children remind others of the simple rules, such as helping to tidy away, and using good manners illustrating their developing awareness of working co-operatively with others.

Partnership with parents is good. Parents speak highly of the commitment of the staff. They feel they know what their child does in the nursery, and enjoy opportunities to share books they borrow from the setting. Parents feel the staff are knowledgeable, supportive and approachable. Attractive information boards inform parents about the areas of learning and Birth to three matters. However, whilst information is available regarding making complaints it does not clearly inform parents of their ability to ask to see a record of complaints. Informal conversations regarding progress and formal planned meetings are arranged, ensuring parents are kept well informed about their child's progress.

### **Organisation**

The organisation is good.

The leadership and management are good. An informal induction process, team meetings and appraisals enable staff to develop their practice for the benefit of the children. The manager demonstrates commitment and enthusiasm for her role in ensuring the children benefit from their time in the setting. Good links are developed within the local community and other services enabling the setting to work positively for the children in its care. All the relevant documentation is in place to support the setting in its role and meet regulatory requirements.

Good use is made of all the available space to provide the children with a variety of activities and experiences, in a healthy and safe play environment. Staff encourage children to develop positive behaviour and an understanding and awareness of others through their consistent positive role modelling. The setting meets the needs of the range of children or whom it provides.

## **Improvements since the last inspection**

At the last inspection two recommendations were made to improve documentation. These have both been developed to provide a clear record and further safeguard children when they are in the care of the nursery.

## **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

## **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- update information for parents with regard to their ability to access the record of complaints
- ensure children have easy access to drinking water throughout each session.

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- improve children's access to books to enable them to link them to their learning
- improve opportunities for children to develop their mathematical awareness

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