

# Leapfrog Nursery School - Church Hill

Inspection report for early years provision

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<b>Unique reference number</b>	135314
<b>Inspection date</b>	25/11/2008
<b>Inspector</b>	Catherine Greene
<b>Setting address</b>	St. Pauls Hall, Church Hill, Winchmore Hill, London, N21 1JA
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<b>Type of setting</b>	Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## **Description of the setting**

Leapfrog nursery school opened in 1998. It is one of three nurseries owned and managed by the same provider. It operates from two halls within the premises of a local church. There is a fully enclosed garden used for outdoor play at the back of the church, and there is also a small outdoor area at the front of the building which is temporarily fenced when in use. The property is situated in a mainly residential area and is in close proximity to local transport facilities, schools and shops.

There are currently 81 children from two to five years on roll. The provider is registered on the Early Years Register, voluntary and compulsory parts of the Childcare Register. Children attend for a variety of sessions. The setting supports children with learning difficulties and disabilities.

The nursery opens five days a week during school term times. Sessions in the big hall are from 09:15 until 12:00, and sessions in the small hall are from 09:15 until 12:15.

There are 11 part/full time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. The setting receives support from mentors from the Local authority and Pre-school Learning Alliance.

## **Overall effectiveness of the early years provision**

All staff work extremely effectively as a team to create a well-organised, friendly and supportive environment where the individual welfare, learning and developmental needs of children come first. Staff work effectively in partnership with parents and relationships between adults and the children are good. Children are safe and secure because staff use effective procedures and ensure consistent supervision. Staff get to know the children well and this supports the nursery's aim of inclusion and in particular in supporting those who may have disabilities and/or learning difficulties. Staff provide a good range of activities and opportunities that support children's progress in areas of learning. The joint managers and staff team are eager to pursue improvements and are beginning to adjust their existing self evaluation system so that it meets areas of the Early Years Foundation Stage.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- assess the risks to children in relation to the temperature of the bathroom radiator and take action to minimise
- continue to develop the newly implemented planning and assessment system, having particular regard for how to use targets set for individual children, to influence the organisation of future activities.

## **The leadership and management of the early years provision**

The effectively led team set in place, evaluate and fully implement all the necessary policies and procedures required to promote the welfare and education of young children. Ratios are very good, meaning that children receive a lot of adult attention to their individual needs and stay safe in the outdoor play areas. The provider has ensured all staff have attended training in The Early Years Foundation Stage. Staff establish good working partnerships with the children's parents and use information gained when they start to develop learning plans to meet each child's individual needs. Staff plan well and regularly observe the children, although information gained is not always recorded consistently to identify children's next steps of learning. Planning aims are at a developmental stage.

Children's safety at the nursery is given attention and staff adhere to risk assessment procedures in order to safeguard the children. However, the temperature of the bathroom radiator was too high on the day of inspection. Adults who have access to children are suitably checked and hold appropriate first aid certificates. They are aware of safeguarding procedures and are committed to sharing information where relevant. Methods of recording concerns are monitored to ensure they are consistent amongst staff. At the last inspection the provider was asked to make improvements to the display of fire instructions and to devise a procedure for lost or uncollected children. These have been completed, the list is now prominently displayed and the procedure is in place.

Parents comment that staff are aware of how children learn, can identify a range of needs and learning styles and provide additional help when required. Staff ideas for further improvements are shared with parents and their views sought. This makes sure the whole family are fully involved in the planning stages, and can comment on and influence major decisions based on their knowledge of what their own children need most and enjoy.

## **The quality and standards of the early years provision**

All staff work hard to provide a warm, loving and secure environment where children feel valued and emotionally secure. Children are happy and settled, enthusiastic and curious, developing a positive disposition toward learning and exploring the world they live in. As a result all children progress in their learning. In the big hall an interesting environment where the children can choose from a variety of activities and resources helps them to achieve this aim. Children actively involve themselves whilst making creative artwork using an imaginative range of collage materials. They play independently and explore both in and out of doors and enjoy a balance of adult-led and child-led activities that results in them being independent and able to make decisions about what they like to do. In the small hall the presentation of a wide range of good quality, safe resources to support core activities makes sure children gain knowledge across all areas of learning. Children's current interests or schemas are recognised and planned for. Staff continually review what activities are stimulating the most interest and build on

children's ideas. As a result, children are excited and motivated to work in depth as they learn through play at planned as well as spontaneous opportunities for learning. Children playing outside experiencing the cold weather engage with enthusiasm as a member of staff reads to them stories about winter. Staff's introduction of bubble blowing further extends children's knowledge and understanding of the natural world as well as their excitement and involvement. The outside activities stimulate learning and promote children's good health, stamina and overall well-being.

Children play in a very well organised environment and effective measures are in place to promote their health. Clear procedures understood by staff and shared with parents include those for dealing with accidents and for administering medication. Staff encourage children to benefit from regular fresh air in the outdoor play areas. Children have regular water available and a healthy snack beautifully presented each day. Children achieve so well largely due to the emphasis staff place on carefully listening and responding positively to what every child has to say and do. Children learn respect for each other as staff model courteous behaviour and language, for example, by making sure children's achievements are celebrated by recording these and placing them on the kindness tree.

Staff give good regard to keeping the children safe and effective safety measures are in place, for example which teach the children what to do in the event of a fire. Staff clearly understand their responsibility to protect children from abuse or neglect and attend regular training with up-to-date written procedures in place to ensure children's safety.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

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.