

Leapfrogs Pre-School

Inspection report for early years provision

Unique reference number

EY366691

Inspection date

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Inspector

Anne Wesley

Setting address

Great Hornead C of E School, Great Hornead,
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Type of setting

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).

Description of the setting

Leapfrogs Pre-School re-registered in February 2008 and operates from a classroom within the grounds of Hornead primary school in Great Hornead, Hertfordshire. A maximum of 16 children may attend the group at any one time. The pre-school is open each weekday from 09.00 to 15.00 for full day sessions or sessional care. The sessions run from 09.00 to 12.00 and 12.00 to 15.00 with a lunch option from 12.00 until 13.00. All children share access to a secure enclosed outdoor play area. The group welcome children with learning difficulties and/or disabilities, and also children who speak English as an additional language. The group employs three staff. The play leader and deputy play leader hold a Level 3 qualification and the third member of staff a Level 2 in childcare. The setting is accessible to both children and adults with physical disabilities. It is registered on the Early Years register

Overall effectiveness of the early years provision

This is a good setting, where all children are welcomed and make good progress towards the standards expected for their age. Staff use their knowledge of the children to promote effectively all aspects of the children's welfare and their learning development. Children are safe and secure at all times and enjoy the varied activities planned to take their learning forward. Parents and carers are very happy with the nursery and appreciate the friendly and helpful staff. The setting is fully inclusive, and would welcome children with English as an additional language and those with learning difficulties and/or disabilities. The supervisor and staff are committed to continuous improvement and have the capacity to achieve this.

What steps need to be taken to improve provision further?

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

- continue the recently initiated system of self evaluation and involve both staff and parents in the process
- develop further the outside area so that there are more learning opportunities available in the outdoor environment.

The leadership and management of the early years provision

The children's care, learning and welfare are significantly enhanced by the way the setting is led and managed. Staff have specific roles and responsibilities within the group and consequently the children always know who to go to. Parents are happy that their children have key people who assess their learning and progress. Parents are well informed about their children's learning experiences and about the procedures and planned activities in the play group. The 'Learning Journeys' created for each child collate the key workers' ongoing assessments and provide a clear direction for the next steps in the children's learning and inform the planning

for themes and activities. Current safeguarding requirements are fully met. Policy documents are comprehensive and ensure all staff understand exactly what is required of them. There is a good induction programme for new members of staff. The setting is fully inclusive and caters very well for children with both learning and behavioural difficulties. Risk assessments are carried out daily; the safety and the welfare of the children have a high priority. The play leader provides an excellent programme of training and development for staff. Their enhanced skills and knowledge have added to the good progress the children make. The play leader is continually looking for ways to improve the provision. She has begun a process of self evaluation although this is in its early stages and has yet to include other members of staff or parents. The good liaison with the host school has enabled the play group to make the best use of the space available to them and they regularly use the school hall and the school's Early Years Foundation Stage (EYFS) area.

The quality and standards of the early years provision

The children make good progress during their time in the play group because the staff ensure that every opportunity for learning is maximised. Adults ensure that the activities planned for children cover all the necessary areas of learning whilst maintaining a good balance between child-led and adult-led activities.

Consequently, children learn the skills that they will need for the next stage in their learning. By the time they transfer to the primary school's nursery class they have reached standards that are appropriate for their age. The children are taught about keeping safe and eating healthy food. The current systems for assessing the children's progress are based on short informal observations and planned longer assessment activities. These are carried out regularly by the key person and this information is used to update the children's development file.

The activities provide many opportunities for children to talk together, so language skills are promoted well, with adults being good role models. Children know they will be listened to and so they listen well to each other. There are many activities in which children learn to count and explore mathematical ideas including a number based computer programme. Creative activities are numerous when children can choose from a wide range of resources. Adult-led creative activities encourage the children to explore materials they might not choose for themselves, as was shown in the parcel wrapping activity. The role play area, transformed into 'Santa's Workshop', provides a wealth of innovative ideas for imaginative play as well as promoting fine motor skills. Writing is encouraged whenever possible; the parcels needed labels, and clipboards in the workshop encouraged all sorts of lists to be written. Adults pay particular attention to promoting children's personal development so that the children quickly learn how to share and take turns. The children take some responsibilities as they have certain jobs when it is time to tidy up. Self-help skills are strongly promoted. Relationships are positive, behaviour is good and the children happily engage in all the experiences provided. Children's physical development takes place mostly outside, however the area is not fully used to provide opportunities for the children to learn in the outdoor environment.

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

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

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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

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.