

Leapfrogs Pre School

Inspection report for early years provision

Unique reference number	206135
Inspection date	29/01/2009
Inspector	Jennie Lenton

Setting address	St Peters Church Hall, St Peters Road, Chellaston, Derby, Derbyshire, DE73 1UU
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Type of setting	Childcare on non-domestic premises
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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

Leapfrogs Pre-School opened in 1992. It operates from a church hall in Chellaston, Derby. All facilities are on one level and the building is accessible via a level entrance. A maximum of 63 children under the age of eight years may attend at any one time. The pre-school is open each weekday from 09.15 to 12.00 during school term-time only.

The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 55 children on roll, all of whom are in the early years age range. This includes children who receive funding for nursery education. The setting currently supports a number of children with learning difficulties and/or disabilities.

The pre-school employs nine members of staff. Seven hold a National Vocational Qualification (NVQ) Level 3 and one member of staff has obtained qualified teacher status. The other member of staff holds an NVQ Level 1. The setting works in partnership with other local providers to support children in their learning and development.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children receive high quality care as the pre-school has a very good understanding of the requirements of the Early Years Foundation Stage (EYFS). An excellent range of stimulating activities are provided, based on children's interests and individual levels of attainment. Children are confident and happy as they are treated with genuine respect and care. Individual needs are successfully met as staff work with parents and other professionals to support children with any additional requirements. The good use of self-evaluation ensures continuous improvement as strengths and weaknesses are generally identified and addressed.

What steps need to be taken to improve provision further?

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

- update the safeguarding children policy to ensure it is in line with Local Safeguarding Children Board guidance and procedures
- clearly record the steps taken when a concern about a child's welfare or safety is raised
- ensure the risk assessment for the outside area covers anything with which a child may come into contact, with particular regard to hazardous plants.

The leadership and management of the early years provision

Staff are well-qualified, knowledgeable and enthusiastic about providing high quality care for children. All staff regularly attend courses to update and extend their skills. Children benefit as new ideas and techniques are incorporated to enhance their care. Staff take time to get to know children's likes and dislikes, personality and character. Consequently, children are content and happy as staff know them well and provide for their individual needs effectively. For example, ensuring the layout of the setting and resources available reflect children's interests and abilities. Parents are provided with information about the setting's policies and procedures and are encouraged to discuss their children's progress at any time. The committee has also put in place a designated officer to deal with any complaints, so that parents can choose to approach staff directly or a named committee member with any concerns. This helps to ensure any issues are promptly addressed.

Safeguarding responsibilities are generally well understood. Staff are clear about the signs and symptoms that indicate abuse and recent training has been attended to ensure that key staff are fully aware of the procedures to be followed should concerns arise. However, the safeguarding policy has not been updated to include details of the Local Safeguarding Children Board and some contact information is incorrect. Additionally, while staff are accurately recording any concerns they are not detailing the action taken, leading to incomplete records. Safety in the setting is taken seriously and children are effectively protected by robust systems for arrival and collection. Parents provide written information on a daily basis to inform staff who will collect their child and a password system is used for any unusual collection arrangements. The building is secure to prevent uninvited visitors from entering and children are effectively supervised to ensure they play safely. Risk assessments are completed regularly. However, ivy in the outside area is overgrown and presents a hazard to children. This has not been identified on the risk assessment.

Recommendations from the previous inspection have been addressed to improve the quality of care provided. For instance, the setting has fully addressed the planning and delivery of activities to ensure all children receive a fantastic level of input. Similarly, policies have been reviewed and most are now up to date. The effective use of self-evaluation ensures that the standards of care are maintained. The setting welcomes feedback from parents, children and professionals and takes account of this input. For example, children's requests for different equipment are collated and fed into future planning. As a result, children benefit from care that is continually meeting their changing needs and requirements.

The quality and standards of the early years provision

Children's health is successfully promoted. A substantial snack such as noodles with sweet and sour sauce or buttered crackers with grapes is offered. Daily access to the outside area and a climbing frame inside ensure children's physical development is also encouraged. Children are able to move freely between the

indoor and outdoor areas for most of the session. Children are encouraged to play safely as they discuss what plants they can touch and why it is important to pick up scissors. They are also provided with regular opportunities to participate in fire drills and learn about road safety as they go out in the local area. Staff are clear about how to manage children's behaviour. Children are reminded to show respect to each other and take turns. They are encouraged to take responsibility for their actions, putting their own plates and cups into a washing up bowl after snack time. They also learn to value and respect the wider community by, for example, celebrating festivals such as Divali. Children make diva pots and learn about other people's customs in a fun and engaging way, which encourages them to appreciate diversity.

Staff successfully plan experiences that link to children's individual learning and development needs. Children are allocated a key worker who skilfully observes and assesses their progress. Next steps are identified for each child and fed into weekly plans to ensure all children are stimulated. Considerable effort is put into organising the environment so that the six areas of learning are equally covered and freely available for children to access. Children cannot wait to play as they enter the hall and see all the superb activities on display. They rush to their favourite things and throughout the session are fruitfully engaged in meaningful play. Children play on the computer, read books, sculpt with play-dough or design Chinese lanterns using paint, pencils and scissors with increasing skill. All activities are expertly planned, enabling children to learn in fun and interactive ways. For instance, the home corner is set out as a Chinese restaurant, where children use writing pads to take down each others orders and then use the toy kitchen to prepare a meal. They use a till and access dressing up resources to compliment their creative play. Consequently, children are developing a impressive range of skills as they play. Similarly, children have great fun as they call for 'Chopsticks' the Chinese dragon to come and play with them. Staff come out under a fantastic dragon costume and children join in dancing to the sound of a tambourine, moving fast then slow. Their creativity, physical development and listening skills are all developed as they take part.

Staff sit alongside children helping them to explore their thinking and maximise learning. For example, as children match balls of play-dough with number cards, staff ask them how many more they will need to make the right number and how many will have to be added so each card has the same amount. Children enjoy being challenged by such questioning and beam with pride as they succeed in matching the numbers. Similarly, as children listen to stories about the weather they are asked what foggy means and invited to explain the different clothes they would wear for different weather conditions. Consequently, children are effectively challenged during all activities and make excellent progress towards the early learning goals. Parents and other carers are also able to support children in their development as the setting communicates successfully with them, sharing achievements and learning goals. All efforts are valued and staff are attentive and supportive as children share news or sing songs at circle times. As a result, self-esteem flourishes. Children with additional needs are fully supported by skilled and enthusiastic staff who sensitively support them while ensuring their inclusion in activities. The outstanding delivery of the learning and development requirements

and the secure base offered by staff means all children relish their time at the setting.

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?	2
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?	1
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?	1
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 B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

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 reported 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.