

St Mary's Leapfrog

Inspection report for early years provision

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Inspector

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Setting address

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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

St Mary's Leapfrog is run by a voluntary management committee. It was registered in 2003 and operates from a self contained unit, within the grounds of St Mary's Infant School in Windermere. There are no issues which may hinder access to the premises. A maximum of 24 children, aged from two years old up to five years old, may attend the setting at any one time. It is open each week day from 11.30 until 15.15 during term time only.

There are currently 45 children attending who are within the Early Years Foundation Stage (EYFS). The setting supports children with learning disabilities and also supports children who speak English as an additional language. The provision is registered by Ofsted on the Early Years Register.

There are three members of staff, including the manager who works directly with the children. Of these, two staff hold appropriate early years qualifications and two are working towards higher qualifications. The setting receives support from the local authority and has recently achieved Cumbria Quality Assurance status.

Overall effectiveness of the early years provision

Children thrive at Leapfrog because individual welfare needs are well supported and every child is included. Children benefit from the homely and stimulating environment and make good progress. The provision is continually developing because leaders and managers are dedicated to building on and improving existing practices. Staff are well supported to bring about the necessary changes.

What steps need to be taken to improve provision further?

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

- improve the monitoring of provision by setting clear success criteria against which improvement can be measured
- develop the exchange of information with other providers delivering the EYFS for children to ensure progression and continuity of learning
- develop linguistic diversity and the contribution of children with English as an additional language by providing opportunities for children to develop and use their home language in their play and learning.

The leadership and management of the early years provision

The manager and staff make an effective team. They have clear roles and responsibilities and have a good working knowledge of policies and procedures. The current review of documentation, including the complaints procedure, is ensuring that all documentation is being updated, to meet the EYFS requirements. A grant has been secured for developing outdoor provision and the manager

speaks with enthusiasm about the planned improvements. All staff have been involved in the process of self-evaluation, which accurately highlights strengths and areas for development. As yet plans do not set clear success criteria, against which improvement can be measured.

Parents are well informed and speak favourably about Leapfrog and the approachability and friendliness of staff. Their views and suggestions are sought through questionnaires and acted on. Individual diaries offer an opportunity for parents and staff to exchange information about children's welfare and learning. Parents are always welcome and can freely access their child's record of achievement. Staff know children well and always aim to make the session an enjoyable experience. Although links with the school are very good, the exchange of information with other providers delivering the EYFS for children is yet to be developed. Currently, planning and assessment is not sufficiently personalised or progression over time monitored.

Systems for safeguarding children are thorough and consistently followed. Well established routines ensure the smooth handover of those children attending the school nursery session. Liaison with outside agencies, effectively ensures children's individual needs are well supported overall.

The quality and standards of the early years provision

Children arrive at Leapfrog excitedly. They know the routines, confidently hanging up their coats and washing hands before sitting down to lunch with staff. This is an important social occasion, where children and staff chat about matters of interest and the benefit of the various foods in their lunch box. Children show developing communication skills, as they engage in conversation. Good manners, sharing and turn taking are promoted well and behaviour is very good. Children clearly respect and trust adults caring for them.

The environment is well organised, allowing children easy access to a wide range of good quality resources. Staff ensure children have continuous access to different areas and activities, which provides generally good levels of challenge for all. Planning does not sufficiently take into account linguistic diversity, to ensure all children develop and use their home language in their play and learning.

Areas of learning are referenced in planning and promoted effectively, although counting and simple calculation is not as prominent. Staff provide very good levels of support and interact effectively during children's chosen play ideas, such as the Chinese restaurant. Staff also recognise when to stand back and to allow children to explore or look at books and items of interest without interruption.

Children show developing knowledge of computer skills and use simple programs. They design and make their own creations, using a range of media and materials. The collages they have produced, using brightly coloured bottle tops are stunning and will look fabulous when displayed. Staff effectively promote safety routines to children. For example, they reinforce the clear boundaries for behaviour, before going outside to play.

The outdoor environment is used regularly. Children dress up to stay warm on cold days and make the most of the area to practise their physical skills, such as running and manoeuvring wheeled cars. The outdoor curriculum is currently being developed. Children also take part in rigorous activities in the school hall and on the adventure playground. After outdoor play, children show their readiness for refreshments and thoroughly enjoy the fresh fruit, breadsticks and fruit juice or water, which they offer to each other. By the end of the session, it is clear that children have enjoyed a busy and rewarding time with their friends and carers, where they receive a secure foundation for future learning.

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?	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.