

Llangrove Leapfrogs

Inspection report for early years provision

Unique reference number EY383254
Inspection date 09/06/2009
Inspector Deborah Ball

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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 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

Llangrove Leapfrogs opened in 2008 and operates from Llangrove Primary School in the village of Llangrove, Herefordshire. The setting is run by a committee who also run a second group from the local village hall five mornings a week. The setting serves both local and surrounding areas. There is an enclosed area available for outdoor play. The setting is open Monday to Friday from 13:15 to 15:00 during school term times. Children are able to attend for a variety of sessions.

A maximum of 18 children may attend the setting at any one time. There are currently 30 children attending who are within the Early Years Foundation Stage (EYFS). The setting is in receipt of nursery education funding. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting has procedures to support children with learning difficulties and/or disabilities and those children who speak English as an additional language.

The setting employs four members of staff. Of these, three hold appropriate early years qualifications. The manager holds Qualified Teacher Status and Early Years Professional Status. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children flourish due to good quality care and the strong attachments they make with their key persons and the setting is very successful at making sure children make good progress in all areas of their learning and development. Interesting and stimulating experiences are offered to enthuse and encourage children to want to learn, and good arrangements exist to promote children's health and safety. Children's right to choose, make decisions and voice their thoughts and opinions is supported exceptionally well so that they are fully included and develop a strong sense of belonging and self-esteem. There is a strong commitment to working closely with parents and in liaising with other relevant professionals when necessary, although, this is not always fully supported by the current record keeping system. Regular self-evaluation by the manager and staffing team ensures that any priorities for future development are promptly identified and acted on and that the setting is responsive to the needs of children and their families.

What steps need to be taken to improve provision further?

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

- develop a more cohesive approach to maintaining records of children's development and progress so that these can be more effectively shared with parents and other professionals, when necessary.

The leadership and management of the early years provision

The manager and staff are enthusiastic, dedicated and work well together as a strong team, effectively supporting children and their families. Robust systems for the recruitment, vetting and induction of staff ensure that children are cared for by suitable and knowledgeable adults. There is a strong culture of continuous professional development and staff use the Early Years Foundation Stage (EYFS) positively to promote children's welfare and learning. Self-evaluation is effective in identifying strengths and weaknesses and is used together with findings from other quality checks and advice from local authority support to continue to improve outcomes for children. Priorities set for future improvements include plans to provide improved communication when children attend more than one setting and to extend the number of labels displayed by activities in the outside learning area to further develop children's literacy skills.

A comprehensive range of written policies and procedures, required for the safe and efficient management of the setting, are consistently implemented by staff to promote children's health, welfare and safety. Children's individual records are frequently reviewed to ensure their care needs continue to be met and their personal information is stored securely, reflecting the emphasis placed on confidentiality. Arrangements for safeguarding children are robust, regularly reviewed, carefully managed, and clearly understood by those who work with children. For example, risk assessments encompass all potential hazards to children and how these will be minimised. Children are safeguarded because the staff have a good understanding of child protection issues. The staff are able to identify possible signs and symptoms of potential abuse or neglect, have accessed relevant training and have detailed policies and procedures to follow in the event of a concern being raised.

Inclusive practice is promoted well. Children are treated as individuals and close relationships are developed between key persons, children and their families. Staff openly welcome children's ideas and actively involve them in planning their own learning. They have taken positive action to offer all children stimulating experiences that help them to make good progress. For example, the garden is used to create the right conditions for lots of exploration, which particularly builds on the interests of boys.

A strong relationship is formed with parents, and this helps to support children's care and development. Key workers are available at arrival and collection times to talk to parents and this ensures there is plenty of time for a friendly exchange of information about children. Parents are well informed about the progress their children are making and are consulted about their views. Staff constantly observe children as they play and learn and share this with parents. However, the current system used to record this information is not organised effectively so that it can be easily shared with parents or other professionals, when necessary. The staff have started to liaise with other providers delivering the EYFS to ensure progression and continuity of learning and care and there are plans to further extend these relationships.

The quality and standards of the early years provision

Children are settled, happy and enjoy their time in the welcoming and stimulating environment. There are effective systems for observing children and assessing their progress. The key persons successfully use children's individual progress records to plan interesting activities which support each child to move on to the next stage in their development. The children develop a strong sense of belonging within the setting, enjoy the attention of caring staff and engage in both self-selected and planned activities individually and also with their peers.

Children are motivated, enthusiastic and are progressing well towards the early learning goals. Staff encourage and praise children in everything they do, ensuring they supervise and support them without inhibiting their ideas and imagination. Children's independence, self-esteem and confidence is nurtured through everyday routines and activities, such as putting on and taking off their own coats and hats. Safety is given a high priority throughout the provision and children's understanding of a healthy lifestyle is well developed. Good measures are in place to promote children's health and well-being as they are encouraged to access drinks independently and adopt good personal hygiene routines. Children develop their physical control due to the wide range of indoor and outdoor activities offered that build on and extend their balance, coordination and spatial awareness. They make the most of the outdoor facilities to play out in the fresh air, learn new skills and enjoy investigating and exploring their surroundings. For example, they enthusiastically join in with hunting for mini beasts whilst playing outdoors. They carefully lift up logs and look in the flower beds to see which mini beasts they can find and get very excited when they find some woodlice.

A high emphasis is placed on developing children's social skills and this encourages children to develop a positive attitude to learning. They behave well, are quick to help with simple tasks and show they are developing good self-esteem. Children have wide opportunities to express their thoughts and feelings through role play, songs and rhymes and particularly enjoy learning letters and sound through their phonic work. They eagerly join in with conversations and chat animatedly during their play and everyday routines. The children show confidence when practising their mathematical skills and learn to observe, explore and question as part of their everyday activities. Interesting topics and themes promote an understanding of different customs and lifestyles and they regularly share their home experiences as they learn to recognise differences and similarities in the way people live. All children have regular access to communication, information and technology equipment, such as interactive toys and play telephones. Regular use of a computer means children gain good skills as they use fun educational games to extending their counting, matching and sorting skills. Children express themselves freely through painting, sensory activities, drawing, music and movement and are confident in using their imaginations when dressing-up or pretending to be a car mechanic.

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 |

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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