

# Leapfrog After School and Holiday Club Ltd.

Inspection report for early years provision

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**Unique reference number**

EY315354

**Inspection date**

29/04/2010

**Inspector**

Vicky Turner

**Setting address**

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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 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Leapfrog After School Club Limited is privately run and was registered in 2004. It operates at Downshall Junior School, in Seven Kings, in the London borough of Redbridge and serves 15 local primary schools and the community.

The children who attend the after school club are escorted from the schools by staff members and also have access to an associated provision that is run in an adjacent church hall. The children attending the holiday playscheme are dropped off and collected by their parents/carers.

The after school club is registered to care for no more than 45 children from four years to under eight years at any one time. There are currently 120 children on roll; of these, 17 are in the early years age group. The group supports children with special educational needs.

The after school club operates from 2.30pm to 6pm during term time on Mondays to Fridays, and the play scheme from 7.45am to 6pm during school holidays.

The after school club employs 14 members of staff. All staff have relevant qualifications. Both the owner manager and personel manager hold a National Vocational Qualification at level 4, nine play workers hold a level 3 qualification, one is working towards level 3 and one holds a level 2 qualification. The setting also employs two cooks, a bursar, a football coach and four cleaners.

The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The setting is supported by the Child Care Development Team.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Leapfrog After School Club is an outstanding setting where children play, learn and develop in a safe, secure and stimulating environment. The setting works particularly well with the local schools, parents and external agencies to ensure that the individual needs of the children are successfully met. The rigorous self-evaluation process at all levels has enabled the setting to build on its strengths and to identify areas for improvement. The setting has fully addressed the recommendation from the last inspection reflecting the setting's outstanding capacity to improve.

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

To further improve the high quality early years provision the registered person should consider:

- developing staff's knowledge and understanding of Autistic spectrum disorder through training opportunities.

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

The managers are passionate about their work and lead an effective team of well motivated playworkers, who share the vision of a happy, safe, warm and stimulating environment for children to play and learn. The rigorous self-evaluation processes at all levels have enabled the setting to build on its strengths and identify areas for improvement. Monthly staff meetings and daily feedback sessions enable staff to reflect on their practice and indentify areas for development. The managers are committed to staff development and encourage staff to update their training. Robust policies and procedures are in place to ensure children are kept safe at all times. Staff are thoroughly vetted to ensure that they are suitable to work with children. The setting has two nominated child protection officers. All members of staff are trained in child protection and understand the procedures to be followed should they have concerns about a child. All staff are trained in First Aid, Health and Hygiene and know how to administer the EpiPen. Some staff's understanding of Autism is, however, limited which means that they do not all have the necessary skills to fully support those children with Autistic spectrum disorder. Annual and daily risk assessments on all activities means that the learning environment is safe. All outings are risk assessed. The premises are secure so that children cannot leave unsupervised and unauthorised persons cannot gain access to the setting.

The setting is very well resourced with high quality, attractive resources that meet safety standards and are accessible to all children including those with physical disability. Resources are checked daily and equipment cleaned regularly. Staff are deployed according to their expertise and to ensure children are well supervised at all times. Peripatetic teachers are employed to enhance children's enjoyment for example, the football coach, a dance instructor and a drama teacher.

All staff are trained in equality and diversity and ensure that all children are included in learning activities. Children with special educational needs and/or disabilities are very well supported. All children use the Picture Exchange Communication System to aid communication and some children use Makaton. A wide range of multicultural books, posters, small world toys, dolls and dressing up clothes from different cultures, and the celebration of festivals help develop children's understanding of diversity. A very good complaints procedure is in place and readily available to parents.

The setting has developed a particularly strong relationship with Downshall School and works in very close partnership with 14 other schools. The setting has established an excellent working relationship with a wide range of external agencies, which means that children's additional needs are promptly identified and supported. They are supported by the Childcare Development Team. The setting acts as an example of very good practice to other settings in the area.

The setting has established exceptionally good relationships with the parents and carers. They are very well informed through monthly newsletters, daily feedback, telephone calls and by email. The suggestion box and parent questionnaires enable parents to express their views about the provision and make suggestions. They are invited to productions, sports days and chess certificate presentation. Parents are happy with the provision because there is 'plenty of physical activity', 'children are well fed and are safe', and 'the staff are friendly'.

## **The quality and standards of the early years provision and outcomes for children**

Children choose from a wide range of stimulating activities and really enjoy their time at the club because 'my friends come here' and 'No matter what age you are, there is always something that you can play with'. The key person system ensures that children's welfare and learning and development needs are fully met. Detailed weekly observations and photographic evidence help identify next steps in the children's learning and development. Children enjoy exploring sound using percussion instruments and explore various textures, sounds and smells in the sensory area.

Children play safely and learn about stranger danger and road safety through role play, discussions and visitors to the setting such as fire and police officers. They understand how to vacate the building safely in case of a fire and use equipment and tools safely. Daily risk assessments and safety checks on both sites, toys, kitchens and the playground, help keep children safe. Children's allergies, health and religious requirements are carefully taken into consideration.

Children make excellent healthy choices from a healthy menu of salad or vegetables, sandwiches, pasta, jacket potatoes, crumpets and fruit. Children say, 'I like the food here, the food is the best bit'. All staff are trained in Active Kids and encourage children to engage in daily physical activity. They ride scooters and bikes, play football, ball games and skip. Children receive football coaching three times a week and dance twice a week. Nurses and doctors visit the setting to support the healthy eating and exercise programmes. New soap dispensers and disposable hand towels help minimise the risk of infection and the spread of disease.

Children share a happy and trusting relationship with their adults and as a result behave very well. They make up their own rules and understand that there are boundaries, rewards and sanctions. They help set up and tidy up, make the snacks and pour out the drinks. Children help to plan activities and have a say in what toys and equipment are purchased for the setting. The children's council holds meetings with children once a week.

Children are very well prepared with skills for the future with excellent opportunities for developing their language and communication skills through role play, purposeful dialogue with adults, discussions and circle time. They share books in the book corner and are encouraged to read to the dolls. Children listen to stories and take books home to read. The hospital role play area provides good

opportunities for writing. Cooking activities, games, puzzles, and sand and water play support children's problem solving and numeracy skills. A wide range of information and communication technology equipment, including four mini laptops, supports all areas of learning. Children enjoy playing with remote control cars, programme their own music on the keyboard and learn to make film. They plant cress and flowers, hunt bugs in the local park and observe chicks hatch.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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