

# Leapfrog Nursery School

Inspection report for early years provision

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**Unique reference number** 135312  
**Inspection date** 11/06/2010  
**Inspector** Susan Parker

**Setting address** Methodist Church in the Orchard, Old Park Ridings, Grange Park, London, N21 2EU

**Telephone number** 0208 3600022

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

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## Description of the setting

Leapfrog nursery school has been registered since 1998. It is one of three nurseries owned and managed by the same provider. The nursery school operates from two main rooms within a church building. There are two small areas for outside play.

The setting is open each weekday during the school term, sessions are varied, and the nursery is open from 8.00am to 4.30pm. They also operate an out of school club during some of the school holidays for a maximum of 20 children aged between three and eight years old.

A maximum of 46 children from two years to the end of the early year's age group may attend the nursery at any one time. There are currently 71 children on roll who are within the Early Years Foundation Stage. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The nursery supports children with learning difficulties and/or disabilities and also supports children who have English as an additional language

There are 13 members of staff employed by the nursery of whom 11 hold first aid certificates. Three members of staff are graduates and five members of staff hold National Vocational Qualification (NVQ) level 3/4. The remaining members of staff are working towards their NVQ level 2/3 qualification. One snack assistant is employed.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have a good knowledge of each child's needs and interests, helping to ensure that these are consistently met and all children are supported in participating in the activities and daily routines of the setting. A key strength is the setting's good partnerships with parents and carers. This ensures that they are well informed about the service the setting provides and are able to exchange relevant information with staff, enabling them to provide consistent care and activities that successfully promote children's welfare and learning. The owner, manager, and staff are motivated and have a positive approach to self-evaluation. They are beginning to develop systems to support the continuous review of their work, enabling them to prioritise areas for improvement and offer a service, which is responsive to the needs of its users.

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

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

- ensure that all records of accidents and first aid treatment are shared with

- parents or carers
- develop further the system for evaluating the early years provision in order to maintain continuous improvement

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

Children's welfare is promoted, as there are robust safeguarding procedures. These are reviewed regularly and the good induction procedures for staff and parents ensure that the setting's responsibilities are clearly understood. Stringent checks are carried out to ensure that all staff are suitable to work with children. Thorough risk assessments and daily checks ensure that hazards are minimised. Good daily practice, such as the provision of nutritious food and helping children to adopt good hygiene routines, means that children's health is promoted. However, some accident records have not been signed by parents.

The owner, manager, and staff have a clear vision for the future; they are beginning to involve staff and parents in reviewing the setting's practice. Feedback is taken positively and the manager prioritises actions, introducing changes and reviewing the impact of these. Staff are supported in attending further training and gaining qualifications. This helps create a positive learning environment, where both children and staff thrive. Resources are used well to promote children's learning and development. For example, staff are deployed effectively and good use is made of the children's interests and ideas. For example, children discussing holidays prompted staff to change the home corner to a travel agent. Children have posters and brochures; make marks as receipts and bookings, use keyboard and mouse as well as discussing different forms of travel such as aeroplanes and busses. The nursery staff have a good understanding of equality of opportunity, enabling them to provide a service, which is inclusive for all children and their families. They make sure that they understand each child's background, cultures, and beliefs and encourage children to recognise and respect differences. Children's self-esteem is promoted as they are offered opportunities to talk about their beliefs, families, and recent experiences. The good use of resources, such as posters and their special books containing photographs of home and friends helps children to feel welcome and valued.

Good communication with all parents, including those who speak English as an additional language, results in good partnership working. Parents receive thorough information about the setting, for example, through regular newsletters, daily talks with staff and a dedicated 'Fudge' session where male parents and carers can view their children's learning journeys and talk with key workers. The setting also works well in partnership with other professionals such as childminders and other settings that the children may attend, further promoting consistent, appropriate care for children.

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

Children make good progress in all areas of learning and are supported in achieving because staff have a secure understanding of the Early Years Foundation Stage. They observe and assess children as they play, using this information to inform activity planning. Staff can respond quickly to children's developmental needs as adaptations to planned activities can be carried out on a daily basis. This enables them to provide relevant activities to promote children's individual development. This is well promoted because assessment show children's next steps and a clearly record their progress.

The environment is attractive and generally accessible, enabling children to make independent choices. For example, young children playing with the travel agents extend their play as they choose additional resources from nearby containers. Children's experiences are further enhanced as staff take care when setting out resources. They are aware of children's favourites but also change the resources frequently in order to offer new experiences. For example, children enjoy standing at a large tray to play with 'magic jelly' feeling the texture and different consistencies as water is added.

Staff use their knowledge of each child to make the best use of their individual learning styles to promote their development. For example, they provide large easels so that children can draw together. The children become animated as they discuss their drawings and laugh together. They like to share their pictures of home, family and friends in their 'special books' and, with encouragement, talk about their extended families, and recall events in their lives. Activities such as these provide opportunities for children to extend their vocabulary and develop their communication skills. Children's emotional development is promoted as they develop secure relationships with the staff. The consistent approach to behaviour management enables children to feel secure and develop their understanding of appropriate behaviour. They show care and concern for each other, sharing resources, listening and taking turns in discussions. Staff act as good role models and encourage children to work together to sort out any issues. Children respond positively and demonstrate a good sense of responsibility for their behaviour. Children's understanding of diversity is developed as they participate in daily discussions, access relevant resources and celebrate festivals that reflect their beliefs and those of their friends.

Children who speak English as an additional language are well supported and make good progress. They are supported in developing their knowledge of English but staff also value the children's own language, using key words and sign language. Staff utilise other forms of communication, for example, photographic timetables. The setting's good procedures for working with parents and other professionals mean that children who have special educational needs are offered appropriate and consistent support to enable them to participate and make good progress.

Children's behaviour demonstrates that they feel safe. They are confident and therefore are actively involved in their learning, developing positive attitudes to

this. They happily select resources and play independently or with other children and staff. Children are encouraged to be active learners and explore. For example, older children use binoculars and torches, handling these carefully and accessing reference books to find more information. Children develop skills for the future as they share ideas and work together. For example, children using a construction set discuss their models, comparing these to buildings they have seen. Children have opportunities to develop early reading and writing skills. Young children enjoy making marks in the sand and learn to use paintbrushes and play dough tools, whilst older children enjoy activities such as using laptops and easels, where they talk about the sounds of the letters in their names and discuss each one as they write.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### 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>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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