



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 206135

DfES Number: 517415

### INSPECTION DETAILS

Inspection Date	28/02/2003
Inspector Name	Sharon Dickinson

### SETTING DETAILS

Setting Name	Leapfrogs Pre School
Setting Address	St Peters Church Hall Derby Derbyshire DE73 1UU

### REGISTERED PROVIDER DETAILS

Name	The Committee of Brenda Medgyesy/Fiona Woollard
------	---

### ORGANISATION DETAILS

Name	
Address	

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting
Leapfrogs Pre-school is a playgroup, with charitable status. The group is funded by fees, government funding and fund raising activities and managed by a group of elected parents. Parents participate in the running of the sessions through an organised rota system. Leapfrogs Pre-school is currently registered to care for 26 children between the ages of 2 and 5 years and operates in St Peters Church Hall in Chellaston, a suburb of Derby City. The pre school operates five sessions per week, term time only, Monday to Friday between the hours of 9.00am and 11.45 am. The children have access to 2 rooms and toilets within the church hall. There are currently 29 children on roll and of these , eight four-year-olds and 20 thee-year-old children are funded. The intake of children reflects the local area where there is a variety of social and economic backgrounds. The pre-school welcomes and supports children with special educational needs and whom English is an additional language. There are five staff currently employed three of whom hold relevant child care qualifications. The pre-school receives support from Derby City Early Years Partnership through their Pre School Development Worker and Mentor Teacher Support.

## **INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.**

### **How effective is the nursery education?**

Leapfrogs Pre-school offers good quality education where children enjoy learning through a wide range of interesting activities. Effective teaching helps children make very good progress towards the early learning goals. Staff have a good knowledge of how children learn. They are clear about what they want children to learn and make very good use of planned activities to extend and consolidate children's learning. The pre-school session is well balanced to provide opportunities for children to pursue their own interests as well as take part in adult-led activities. Staff work well together and form an enthusiastic and capable team. Staff are calm, relaxed and friendly in their management of children offering appropriate support and praise to enhance children's self-esteem. As a result of this children are very well behaved and responsive and their personal and social development is fostered appropriately. The pre-school provides parents with good quality information about the curriculum, topics and day to day activities. Staff suggest ways of supporting children's learning at home and encourage parental involvement in the life of the pre-school i.e. parent rota, committee members. Staff have formed strong relationships with parents which enables effective communication about children's progress. Parents have opportunities to discuss their child's progress and achievements both formally and informally and they can freely access children's development files, workbooks etc. Effective leadership supports a strong and effective staff team. Staff are aware of their roles and responsibilities and are committed to the improvement of care and education for all children, through on-going training and development. Children's progress is closely monitored and staff compile 'key worker profiles' for each child. These arrangements together with knowledge of individual children ensures appropriate support is given and good progress is being made by children.

### **What is being done well?**

Children are motivated and eager to learn. They operate independently, and are encouraged to make decisions and self select activities and resources themselves. Children's speaking and listening skills are well developed. Staff are engaged in children's play and conversation extending their learning through appropriate questioning. Children are imaginative and able to express their ideas freely through a good range of activities i.e. role-play, small world toys, crafts etc. Children are very well behaved, due to staffs calm and friendly approach, offering praise and encouragement enhancing children's self-esteem. Staff work well together to form an enthusiastic and capable team, they are committed to improvement and on-going development.

### **What needs to be improved?**

- children's self-help skills at snack times i.e. pouring own drinks etc. - availability of

sand, water and malleable activities. - planning to ensure a more accurate overview of the good range of activities provided and how topic ideas link into learning objectives.

**What has improved since the last inspection?**

Staff have adopted a new system of assessment which effectively covers all six areas of learning. Staff keep on-going observation records of children's progress and achievements which are transferred to formal assessment records every 4-6 weeks. Staff appraisal systems have been introduced including self-assessment. On-going evaluation of planning and topics is completed through staff meetings and informal discussion. An action plan has been compiled in partnership with Derby City Early Years development workers which includes staff training. Planning records do not give an accurate overview of the well planned activities undertaken during each session, nor do they link topic ideas to learning outcomes.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
------------	-----------

Children are motivated and eager to learn. They maintain attention, persevere at tasks and are able to sit quietly and concentrate when appropriate i.e. story time. Children operate independently. They are encouraged to make decisions, select tasks and resources such as snack times, mark-making etc. They are able to work as part of a group taking turns and sharing fairly, however children's self-help skills could be further extended during snack time i.e. pouring own drinks etc.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
------------	-----------

Children's speaking and listening skills are very well developed, staff are engaged in children's play and conversation using appropriate questioning to extend their learning. Children have many opportunities to practice and consolidate emerging writing skills. They know print carries meaning and use writing in a variety of meaningful situations such as within role play. Children enjoy and respond well to stories, poems and singing, which are often linked to topics.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children develop mathematical language and concepts such as shape, size and volume through well planned practical activities such as water play, construction etc. Children develop a firm foundation and understanding of number operation and recognition through a wide range of mathematical experiences often linked to topics.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
------------	----------------

Children effectively notice similarities, differences and change as they observe and record topic related 'hands-on' experiments i.e. melting ice cubes, monitoring outdoor temperatures. Children are developing a sense of the world around them through topics, the roles that people play and by learning about other cultures. Children have opportunities to access malleable activities such as sand and water play although children would benefit from more frequent access to these activities.

### PHYSICAL DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children learn about how their bodies work and the importance of keeping healthy through topic work including activities which are successfully followed through in all areas of learning i.e. craft, stories, poetry, construction etc. Children have regular opportunities to use a range of small and large equipment to develop their hand-eye coordination, large and small motor skills e.g. throwing, drawing, cutting. They handle tools and equipment safely and with increasing control.

### CREATIVE DEVELOPMENT

Judgement:	Very Good
Children express their ideas freely through a good range of activities such as role-play and craft activities, and their efforts are valued by staff. Children respond well to stories, poems and singing. They create their own imaginative games using available resources i.e. small world toys, role-play etc.	
Children's spiritual, moral, social, and cultural development is fostered appropriately:	Y

<b>OUTCOME OF THE INSPECTION</b>
The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

<b>WHAT THE SETTING NEEDS TO DO NEXT</b>
Points for consideration: Consider ways to extend children's self-help skills at snack times e.g. pouring own drinks etc. Evaluate and improve children's access to sand, water and malleable activities ensuring they are available more frequently. Further develop planning to ensure a more accurate overview of the good range of activities provided, and how topic ideas link into learning objectives.