

Llangrove Leapfrogs

Inspection report for early years provision

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Inspector Liz Owen

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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.

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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. The setting is fully accessible and there is an enclosed area available for outside play.

The pre-school opens Monday to Friday during school term times. Sessions are from 1.30pm until 6pm. Children are able to attend for a variety of sessions. A maximum of 18 children may attend the pre-school at any one time. There are currently 23 children attending who are within the Early Years Foundation Stage. The pre-school also offers care to children aged over five years. The pre-school is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The pre-school accepts funding for early education. It supports children with special educational needs and/or disabilities, and children who speak English as an additional language. The pre-school employs four full-time members of childcare staff supported by volunteer helpers. Of these, four hold appropriate early years qualifications. The supervisor holds Early Years Professional Status. The pre-school receives support from the local authority and is a member of the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The pre-school's practice is inclusive ensuring children's individual welfare needs are met well and they also have good opportunities to be involved in their local community and to learn about the wider society. Children develop behaviour appropriate to good learners and enjoy a programme of activities both indoors and outside that support their learning and development well. Records, policies and procedures required for the efficient management of the provision are in place, although children's development records are not effectively maintained. Parents are made welcome and encouraged to play an active part in their child's learning. Advice and support from other agencies is used effectively and links with other practitioners have been established. Children benefit from many ongoing improvements to the provision because monitoring and self-evaluation is mostly effective, although the recommendation made at the previous inspection has not been effectively addressed.

What steps need to be taken to improve provision further?

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

- develop further systems for recording children's achievements and progress, creating records that are clear and accessible to everybody who needs to see them.

The effectiveness of leadership and management of the early years provision

Children are safeguarded because adults are suitable to work with children and take appropriate steps to promote their safety and welfare. Management and staff have designated roles and responsibilities in relation to safeguarding procedures. Policies and procedures have been reviewed and updated to ensure they are in line with requirements; this information is shared with staff to ensure they understand fully the procedures for identifying any child at risk of harm and liaising with the appropriate child agencies. Staff have attended safeguarding training. Employment procedures are managed effectively, Criminal Record Bureau checks are carried out to ensure persons associated with the provision are suitable to work with children. Children are cared for in a safe and supportive environment. Annual risk assessments and daily premises checks are used effectively to minimise any hazards and ensure the premises are safe and secure. Staff are skilled in teaching children to be safety conscious without being fearful particularly in relation to using outside physical play equipment. Appropriate action is taken in the event of accidents, children requiring medication or becoming unwell. First aid trained staff are available every session. Good practice is used to minimise the risk of cross-contamination by following good hygiene procedures, children learn about personal hygiene and good health through well-established daily routines.

The management committee supports the work of staff in carrying out the day-to-day organisation of the provision. The quality of the provision is monitored and reviewed and information used to complete a self-evaluation document identifying areas for further improvement. As a result, targets have been set and in some cases have already been achieved and new targets set. For example, children's safety has been improved by ensuring gates are secure. Their access to outside play enhanced by plans to provide a canopied area and to develop activities for language development using the outside environment. The supervisor and management have instigated regular staff meetings and time for the supervisor to monitor and support the work of staff. However, the recommendation set at the previous inspection has not been fully addressed resulting in some weaknesses in ensuring children's development records are clear and accessible to everybody who needs to see them. For example, they are not readily available to parents, other professionals involved in the child's care and development and practitioners from other settings children attend.

The setting works well with parents and carers involving them in the pre-school in various ways. They are invited to play a role within the management committee and also to offer their time as parent helpers. There are good relationships between staff and parents so information is shared verbally on all aspects of children's care, welfare and development. Daily diaries and written information on activities children are engaged in are provided. This enables parents to help support their child's development by continuing with similar activities at home. Children's development records are readily accessible for parents but do not give clear and systematic information on the progress children are making towards the early learning goals. All required information is obtained from parents enabling

staff to understand children's individual needs. The setting works in partnership with other agencies and professionals ensuring all children received the support they need. The supervisor uses her good knowledge of child development and education to support the setting's special educational needs coordinator who has recently completed special educational needs training. Children benefit from the good partnership with the local school; they participate in activities with the school children developing a sense of belonging in readiness for the transition into school life. Links with other practitioners providing care for the children have been developed, although links with childminders are less fully developed.

The environment used by children is well resourced and excellent use is made of the outside environment. The provision operates from two separate sites within the village and children may attend either or both sites. Activities across both sites are well organised and ensure children have a balanced curriculum including lots of outdoor and explorative play. Observations and assessments are carried out and the information used to identify the next steps in children's learning. Consequently, children achieve well and make good developmental progress.

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

Children develop good relationships with other children and staff. They receive a high level of support to develop their independence and confidence. Children are active learners who have good opportunities to learn through practical activities and experiences both indoors and outside. They make choices and decisions about the activities they are involved in. The organisation of the afternoon sessions is relaxed and clearly focuses on children taking the lead and initiating activities for themselves. For example, children may choose to use programmable toys or the computer while others prefer to play outside searching for insects, checking the wormery or using physical play equipment. Staff use questions appropriately to encourage children to find solutions to problems for themselves. Questions are used to help children demonstrate what they know and understand. For example, they discuss how things work and questions about safety help children develop their understanding of keeping themselves safe.

Children have good opportunities to develop skills for the future. Activities are well planned and link to all areas of learning providing a consistent pathway towards the early learning goals. Role play, arts craft and music enable children to express themselves and be creative. Children are happy to play independently or share activities with other children. Their behaviour is good, they respond well to the positive strategies used by staff, they are polite and show care and consideration for each other. They are eager to help with routine tasks such as helping transport equipment from the village hall to the school using a pull-along trolley. Activities, such as cookery help children develop problem solving skills and develop their language and knowledge and understanding of the world. Children talk about the ingredients used to make bread and help peel and chop apples to make mincemeat. They confidently and safely use tools, such as knives for chopping apples and conversation about the size and quantity help children develop problem solving skills. Children enjoy stories either on a one-to-one basis, sitting with a

member of staff for a quiet and relaxed story or becoming actively engaged in acting out stories. For example, the pre-school children go on a lion hunt within the school grounds joining in with the school children. They show excitement as they return to the setting having found the lion on their walk. There are regular opportunities for children to learn about other cultures and to use resources which reflect diversity. Activities based on cultures and beliefs help children raise their awareness of similarities and differences.

Regular physical activities both indoors and outside enable children to get plenty of fresh air and exercise and develop their coordination and dexterity using a wide range of equipment. For example, they develop their coordination and confidence in movement as they are shown how to independently make a swing move using swaying body movements or to climb and jump from the wooden apparatus on the village hall site. The stimulating and well-resourced outside play environment at the school enables children to explore and investigate living things and to engage in imaginative and physical play. A healthy lifestyle is promoted and children's understanding of healthy eating reinforced through talking about food and cookery activities. Children learn how to care for the environment by recycling apple peelings into the wormery and gardening activities.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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