

Leapfrog Nursery School

Inspection report for early years provision

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Inspector Lisa Cupples

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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

Leapfrog Nursery School opened in 1985. It is managed by a parents committee and operates from a community hall in Badshot Lea, Surrey. The Nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children, from two to under eight years, may attend the nursery at any one time. The nursery is open during school term-time only and provides sessional care. Monday and Wednesday sessions are 9.15am to 11.45am, and 12 noon to 2.30pm. Tuesday and Thursday morning sessions are for children aged two years, and run from 9.15am to 11.15am. Older children can attend from 11.30am to 2.30pm. Friday sessions are 9.15am to 12.15pm, with afternoon sessions available as numbers increase. All children have access to a secure enclosed outdoor play area.

There are currently 72 children in the early years age group on roll; of these, 57 children receive funding for nursery education. The setting accepts children from the village and surrounding areas.

The nursery employs six staff to work directly with the children. There are five qualified members of staff who hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children are happy and settled during their time at the nursery because the staff team take the time to get to know the children and their families well. As a result, children's welfare, learning and development are promoted successfully and children continue to make good progress towards the early learning goals. Partnerships and safeguarding are key strengths within the setting, ensuring that children are protected and their individual needs are supported all times. Overall, children enjoy a stimulating play and learning environment. Comprehensive systems are implemented well to effectively monitor and evaluate all aspects of the setting to drive improvement across the nursery.

What steps need to be taken to improve provision further?

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

- provide positive images that challenge children's thinking and help them to embrace differences in gender, ethnicity, language, religion, culture and disabilities
- ensure the children's identified next learning steps are regularly shared with parents so they can be fully involved and extend their children's learning at home

The effectiveness of leadership and management of the early years provision

All children are safeguarded exceptionally well because all staff have an extremely clear understanding of child protection procedures and know how to implement them. Staff attend training courses to ensure their knowledge reflects current safeguarding guidelines to protect the children. All parents are made aware of the group's responsibilities regarding the safeguarding of their children through discussion, policies and procedures and displayed referral charts, to ensure they are fully informed. Comprehensive, full written risk assessments and daily checks are carried out effectively to ensure children enjoy an extremely safe and secure play and learning environment, both at the setting and on outings. For example, children wear high visibility vests when they go on outings by foot. The nursery is located down a busy country lane, so staff organise a police escort to ensure the safety of the children at all times. Robust and rigorous recruitment and vetting procedures are implemented effectively, to ensure that all adults working with the children are vetted and are suitable to work with children. Comprehensive procedures are also in place to monitor the ongoing suitability of staff once they have been employed by the setting. All visitors are required to sign in and out of the building to ensure that a full and accurate record of everyone coming into contact with the children is maintained.

The nursery have made good progress since the last inspection and have addressed all the previous recommendations. For example, all children now have access to fresh drinking water throughout the day and parents are fully aware of the complaints procedure. All staff play an active role in monitoring and evaluating the effectiveness of the setting, and they are skilled at identifying the strengths and any areas for improvement. For example, the staff team identified the need for more outdoor learning opportunities for children to enhance their experiences. As a result, funding was obtained and children now enjoy an extensive range of outdoor activities covering all six areas of learning.

All children's individual needs are being met at all times because the nursery has developed exceptionally strong partnerships with an extensive range of other agencies and professionals. The well established and successful links ensure all children enjoy a smooth transition to school. Those children who attend other early years settings receive complimentary and consistent care, play and learning opportunities. Robust systems and individual strategies are implemented effectively to fully support children who have special educational needs, and those children who have English as an additional language. Children benefit from the good relationships between the nursery and their parents and the clear, two-way flow of information ensures their needs are met. Information is shared through discussion, and parents also have access to their children's progress records at any time. Parents also have to opportunity to make written contributions to their children's records if they choose to. The nursery organise open evenings to discuss the children's progress in detail with the parents. However, information about the children's identified next learning steps is not shared regularly, to enable parents to become fully involved in their children's learning or extend their learning at home.

All children have access to an extensive range of age and stage appropriate resources, activities and play equipment, both inside and outside. All the resources are stored at a low level and children are able to self-select resources freely, promoting their decision-making skills and independence effectively. Children are beginning to learn about the world around them through the use of multicultural resources and celebrating a wide range of cultural festivals, such as Diwali and Chinese New Year. However, there are few opportunities for children to see positive images of gender, ethnicity, language, religion, culture and disabilities, to challenge their thinking and enable them to fully embrace difference from an early age.

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

All children are making good progress towards the early learning goals in all six areas because the staff team have a good understanding of the Early Years Foundation Stage framework. Children's spoken language is developing well and they confidently share their ideas and make suggestions, both in small and large groups. Staff introduce new vocabulary at every opportunity, extending the children's language skills. Children use their imaginations well during role play and small world activities, talking about what they plan to do, cooperating and negotiating roles to extend their own ideas. Staff interact effectively with the children, sitting at their level and participating fully in the activities. They ask open ended questions to extend the children's learning and engage them in purposeful conversation, actively encouraging the children to problem-solve and figure things out for themselves. Children practise their emergent writing skills in a wide variety of ways and enjoy listening to stories, making very good use of the comfortable, well-stocked book corner. Children count at every opportunity; they count how many cars they have in the garage, how many boys or girls are attending, and how many cups there are on the tray. They use mathematical language with ease to describe size, shape, position and quantity during activities, enjoy singing number songs and confidently match actions to rhymes.

All children have ample opportunities to develop their physical skills as they practise climbing and balancing on the trim trail, ride wheeled toys and enjoy a range of ball games to develop their hand to eye coordination. Children enjoy an extensive range of outdoor activities covering all six areas of learning. For example, children play musical instruments, have tea parties near the Doll's house, paint and draw on a large scale and enjoy planting and growing vegetables and flowers. All children use the computers and electronic toys with ease. They turn the computers on and off independently and are able to find and select their chosen programmes. Children control the mouse and use the keyboards competently as they learn about everyday technology.

All children effectively learn about the importance of keeping themselves safe through discussions, routines and the clear group safety rules. For example, all children know they must not run inside the building in case they fall and hurt themselves. They learn about sun safety and know they have to wear hats and sun

cream to protect themselves from the sun, and they talk about drinking lots of water when the sun is hot. Children also enjoy visits from other safety professionals. For example, the neighbourhood police officer visits the nursery to talk with the children about road safety and stranger danger. The fire brigade visit and children enjoy exploring the fire engine and examining the uniforms, before learning about the dangers of fire and how to dial 999 and call for help.

The importance of healthy eating and lifestyles are promoted well within the nursery, and children enjoy a wide range of fresh fruit and vegetables at snack time. They talk about the types of food that are good for them and will help them to grow "big and strong". All children reap the benefits of the fresh air daily as they free flow in and out of the garden area. Children are beginning to recognise changes in their own bodies after physical exercise, and notice when their hearts are beating faster or if they become thirsty. Children's self-care skills are developing well as they wash their hands at appropriate times and use disposable paper towels to help prevent the possible spread of infection. Children are also beginning to learn about sustainability in simple terms as they recycle paper, remind each other to turn the taps off so they do not waste the water, and enjoy growing vegetables outside. All children behave well during their time at the nursery because they are fully occupied and busy throughout. Staff implement clear rules and boundaries consistently, so children know exactly what is expected of them. children respond well to the expectations of the staff team and enjoy being praised when their efforts are recognised and acknowledged. Staff are positive role models and children are actively encouraged to use good manners. As a result, children are polite and are beginning to show consideration for others. They share and take turns with little or no encouragement and the older children are keen to help the younger ones. For example, older children show new children how to work the laptop and show them where specific resources are kept.

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	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
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	1
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