

Leapfrog Nursery School - Compton Road

Inspection report for early years provision

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Inspector	Samantha Smith

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Type of setting	Childcare - Non-Domestic

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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 - Compton Road has been registered since 2003. The nursery is one of three nurseries in the local area owned and managed by the same provider. The nursery operates in a purpose-built annex to the church hall, and has shared use with other community groups. There is a small enclosed outdoor area for play opportunities. The building is in walking distance to local transport facilities, schools and shops. The nursery serves the local area and children may attend from aged two years. The nursery opens five days a week during school term times. Sessions are from 9am until 3pm, Monday to Friday, and children may attend various sessions.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children may attend the nursery at any one time. There are currently 52 on roll. The nursery provides free early education to children aged three and four year olds. Children attend for a variety of sessions. The nursery supports children with special educational needs and/or disabilities.

There are six staff working with the children, who all hold a relevant early years qualification. Of these, two have gained a level 4 qualification, including the manager, and two staff are working towards a further qualification at level 3. The owner of the nursery is an Early Years graduate and is supported by an area manager, who holds a level 4 qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, the nursery provides effectively for children and they make good progress in their learning and development. Children show that they are happy, interested and excited about their learning in this friendly, stimulating environment. They benefit from committed and knowledgeable staff, who value each child's unique personality. Partnerships with parents and others are exceptional and this means outcomes for children are positive. Staff work effectively as a team and meet regularly to review children's progress and development. The nursery's capacity to improve is good as they continue to develop and strive to find ways to improve.

What steps need to be taken to improve provision further?

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

- improve opportunities for older children to further develop their independence skills
- improve children's daily access to resources that reflect diversity.

The effectiveness of leadership and management of the early years provision

The nursery is well led and effectively organised. Leadership and management, including the capacity to maintain continuous improvement, are good. Staff are vigilant and demonstrate a secure understanding of safeguarding and how to promote and protect the physical and emotional health and well-being of children. Risk assessments are in place to ensure that potential hazards are identified and addressed promptly in areas used by children. Staff are well deployed to constantly provide children with high levels of supervision. Robust recruitment and vetting procedures help to ensure that children are cared for by suitable adults. Visitors to the nursery are properly identified, recorded in the visitors' book and supervised at all times. Staff follow appropriate guidelines regarding health, hygiene and safety. They are qualified in first aid so that children receive appropriate treatment in the event of an accident. All medical records are well maintained, and accident records are closely monitored as part of the nursery's risk assessment procedures.

Staff work hard to promote an inclusive environment. They have a good knowledge of each child's background and their individual needs. Each child is treated with respect and recognised as an individual. Children with special educational needs are very well supported as staff work together to help them meet individual targets. Children's awareness of diversity is increased through special events, including a variety of religious and cultural festivals. However, resources that reflect different cultural backgrounds are not made freely available. The outdoor environment has been developed following a successful funding bid. Children are now able to play outside in all weathers with a good range of resources that support all areas of learning.

Children are well supported by key adults and form warm trusting relationships with them. A key strength of the nursery is the highly effective partnerships with parents and other agencies. Staff have exemplary partnerships with other professionals and trainee professionals. Well-established channels of communication have a highly positive effect on children's care and learning outcomes, particularly for those who have special education needs and/or disabilities. Parents are warmly welcomed into the nursery every day. The nursery actively seeks their views, using a variety of strategies to ensure they gain a good understanding and a balanced overview of opinions. Newsletters, the website, parent training sessions and a notice board keep parents informed and included in events in the nursery. Their comments indicate that they are extremely happy with the care and educational provision their children receive. They particularly highlight their support for the nursery and speak highly of the dedicated staff team. They confirm their understanding of the learning opportunities children enjoy at nursery and are able to support these at home. Links with other settings and schools that children move onto are well developed to support smooth transitions. This means children benefit from good continuity of care and learning when they leave to start school.

The management team communicate high expectations to staff and promote a

culture of reflective practice. Good use is made of staff meetings, individual supervision and in-house training. Staff are actively involved in evaluating the effectiveness of the provision and identifying aspects for development. This enables them to focus on specific areas as they maintain continuous improvement.

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

The nursery is well planned and thought out, providing children with a challenging and vibrant learning environment, where there is a good balance of adult-led and child-initiated activities. Planning is effective, and there are strong policies and procedures in place that contribute towards promoting children's learning and welfare. Staff have a secure understanding of child development and how young children learn. They know and support children well and there are clear systems in place that involve parents in their children's learning. Parents are encouraged to contribute their ideas and observations, which staff use to extend children's learning. Effective systems of observation and assessments are in place, enabling staff to plan and provide activities that are well matched to children interests and capabilities. This leads to children making good progress in their learning and development.

Children enjoy a vibrant, happy and welcoming environment. They clearly enjoy attending and are consistently busy, showing excellent concentration and perseverance skills as they engage in a broad range of activities. This helps them develop good skills for the future. Children have many opportunities to engage in investigative play during a wide range of creative activities. They use a variety of media and everyday technology within their play. For example, they explore shaving foam, use headphones for story telling and play with musical keyboards. They are enthused by staff who join in and enhance their exploration as they encourage children to comment on their experience. Children try to think of words to describe glittery shaving foam. Staff help them develop understanding of mathematical concepts through a varied range of activities and experiences which involve problem solving. Children have plenty of opportunities to listen and have fun with stories, songs and rhymes. The book area provides a comfortable space for children to relax, share books and develop a love of books. Group times are well organised and offer good opportunities for children to use language in different ways. They learn to use sign language to enhance their singing session and develop their awareness of the needs of others. Children particularly enjoy the outdoor play area, which is well-resourced and has been organised well to provide children with similar learning opportunities as indoors. The newly fitted shelter enables them to play outside in all weathers and children are helped to choose and put on the boots and appropriate clothing from the selection made available. They use a variety equipment to practise and extend their physical skills. They particularly enjoy the digging area, where they learn to use a range of real-life and interesting equipment safely to enhance their play. Children have appropriate risks and know how to play safely. They take care as they ride on bicycles and wait for their turn to go down the slide. Children also have opportunities to explore nature and living things; they enjoy first hand experiences as they learn to care for the

nursery's pet fish and take turns in taking him home.

Children develop good awareness of healthy lifestyles. They enjoy regular physical activity and have healthy snacks and drinks. Snack time is a pleasant experience and children sit and enjoy a social chat with staff and friends. They follow good hygiene routines and know when and how to wash their hands appropriately. Although they are encouraged to pour their own drinks, they are not often encouraged to help the staff and participate in the safe preparation of food for the others to further promote their independence skills. Children's behaviour is good as staff successfully create an environment that values positive behaviour. Children establish good relationships and behave in a kind and friendly way towards each other while they are playing. Children develop confidence and take responsibility for small tasks as staff praise and encourage them throughout the day.

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	2
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

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