

Leaping Frogs Day Nursery

Former Picnic Site, New Road, Zeals, WARMINSTER, Wiltshire, BA12 6NA

Inspection date

04/03/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- The strong management team continually reflect on their practice, using feedback from all of their users in order to ensure a high quality provision.
- Children benefit significantly from using a stimulating environment that allows them to explore and expand their ideas both indoors and outdoors.
- Staff know the children very well through excellent partnerships and constant observation, which enables them to meet each child's individual needs extremely well.
- Children and their families develop an exceptionally strong sense of belonging.
- Children's understanding of the natural world is a particular strength of the provision and enhances their well-being significantly.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in all three rooms and the outdoor environment.
- The inspector had discussions with parents, staff and children.
- The inspector undertook a joint observation and held a meeting with one of the managers.
- The inspector sampled a range of documentation including children's records, safeguarding procedures and the parents' questionnaire.
- The inspector sampled the nursery website.

Inspector

Elaine Douglas

Full Report

Information about the setting

Leaping Frogs Day Nursery re-registered at its current location in 2012 and is owned by the joint managers. The nursery operates from a self-contained ground-level unit on the outskirts of Zeals, near Warminster. The building provides three rooms accommodating children according to their age. There are dedicated sleep areas for the younger children, toilet and nappy changing facilities, and a kitchen. There is a large enclosed outdoor play area, including enclosed areas for the pony, the chickens and ducks, and the guinea pigs. The nursery is open each weekday from 8am to 6pm for 51 weeks of the year.

The nursery is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The nursery has sixty children on roll from three months to five years. They also provide before and after school care for children up to 12 years. The nursery receives funding to provide free early education for two, three and four-year-old children. They are able to provide specialist support for children with a hearing impairment. The nursery provides a mini bus service to three local schools and for families unable to transport their children. A team of eight staff, including the two co-owners/managers work with the children; an administrator supports them. Five of the staff hold relevant early years qualifications to level 3, one holds a level 2 and one is working towards a qualification.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- enhancing the older children's independence by encouraging them to help with all daily routines.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children develop outstanding skills in preparation for school or their next stage of development. They have excellent attitudes to learning because staff provide a stimulating educational programme. Staff have a thorough understanding of how children learn through being active and by engaging in first hand experiences. Staff seek excellent information on children's starting abilities. This enables them to build on what children already know and meet their individual learning needs. Staff keep parents central to their children's learning and care. They regularly share their observations of the children's achievements at home and in the nursery. Then together they agree the next steps to promote each child's development. As a result, all children make rapid progress.

Children enjoy real-life experiences and consequently have an excellent awareness of the natural world and develop outstanding physical skills. They help take care of the animals and handle them gently. They use the outdoor tap and hose to fill up the water trough, and help to collect the eggs. Children look closely at animals and plants, and recognise changes in the seasons. They describe how the chicken feathers look green and black, and the cockerel has a larger crest. Children move with control and coordination as they take part in their daily 'wake and shake' sessions.

Staff provide excellent role-models for children to become enthusiastic learners. They encourage children to predict and then test their ideas. For example, children count that there are five children at the table, so they need five plates and cups. They then check to see if they have the correct number. Staff challenge the more able children by deliberately identifying the incorrect numeral, so that the children correct them. Overall, staff encourage children to be as independent as possible in their activities, although they do not always fully involve them in the daily routines, such as preparing the snack or sweeping floors. Staff enable children to initiate their own learning, then join in to extend it further. For example, two children draw vertical lines and say they are big. Staff then engage the children in comparing sizes.

Children are highly confident communicators. Staff plan small group activities and circle time, which enhances children's confidence to talk in a group and listen to each other. Through excellent access to resources, older children write letters on boards, paper and even in the mud. They point out letters in their name and notice when others have the same letters. Babies and toddlers notice marks they leave behind as they explore shaving foam and others give meaning to their marks as they describe their circles as a whirlpool. Children gain a love of books through staff involving them in an extensive range of activities based on a story. As a result, children spontaneously act out familiar or favourite stories, recalling the events and extending their ideas using props. Children then make links in their learning. For example, they remember the details of a story when they make salt dough caterpillars. They discuss how the caterpillar turned into a butterfly, and understand words such as 'cocoon' and 'antennae'.

The contribution of the early years provision to the well-being of children

Staff provide a highly stimulating environment, which supports children in managing risks, developing excellent practical skills and elaborating their ideas. Children thrive in the healthy environment; they relish the outdoor experiences, which they all have every day. As a result, children are extremely confident, initiate their own learning and develop secure relationships. The highly successful key person system ensures staff are highly skilled at supporting children's personal, social and emotional development. Babies feel extremely secure because staff follow their individual routines, which promotes their well-being. Older children gain exceptionally high self-esteem through being the 'Very Important Person' (VIP). This is where the whole nursery celebrates them and their family background. The nursery is highly inclusive and has specialist equipment installed and trained staff to support children with hearing impairment. Parents comment on the

nursery having a very strong sense of community, which has a very positive affect on them and their children feeling welcome and belonging.

Children behave exceptionally well and have an outstanding awareness of the staff's expectations. This is because staff provide consistent, positive feedback, encouragement and praise. They each carry a picture of a sad and happy face so that children of all abilities can see how their behaviour makes others feel. Children play harmoniously together, older children engage in imaginative play negotiating over their ideas, following a theme. Children manage their transitions within the nursery and to school extremely well because staff provide excellent, sensitive support.

Older children independently manage their personal hygiene and put on their boots and coats to go outdoors. Children have an impressive awareness of healthy practices. For example, they clean their hands and their boots after being in the animal pens and know this is to stop germs spreading. Children use tissues, wipes and even young children put their hand over their mouth when coughing. They enjoy a wide range of nutritional meals and snacks, and learn about dental hygiene. Staff engage children in excellent conversations about being healthy and safe, during their play. For example, one child puts a doll on a motorbike and when prompted knows they need a crash helmet. Children learn to carry and use tools safely, for example scissors. Older children comment on needing to move to a safe space for their exercises, so they do not fall on the rocking horse. Babies practise their physical skills moving freely around the furniture under close supervision.

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

The managers have an excellent understanding of their responsibilities in meeting the Early Years Foundation Stage requirements. The staff team give children's safety and welfare the highest priority and all staff vigilantly implement all the safeguarding policies. Excellent recruitment procedures help to ensure only suitable personnel care for the children. All required documentation is in place and extremely well organised for the efficient management of the nursery to safeguard children. Excellent risk assessments help to protect children and the managers review any accidents to see if they can make improvements to minimise risks. All staff have a very secure knowledge of the safeguarding procedures because they attend training and use well documented guidance.

The managers have an outstanding awareness of the learning and development requirements. They review the children's assessments to ensure they are making good progress and provide excellent support for any additional needs. Excellent partnerships with parents and other providers sharing care impacts significantly on children's learning and well-being. Parents provide extensive information and documentation, and the website keeps parents exceptionally well informed about the nursery provision. Staff keep parents involved in the nursery life as much as possible. For example, staff invite parents to read stories, teach older children to knit and a grandfather brought in his tractor. This also helps children to feel special and to understand each other's lifestyles. Parents comment very positively on the excellent support they receive for their children and

family. Teachers from the local school come into the nursery to support children's transition to school.

Ongoing, highly reflective self-evaluation enables the managers to monitor the provision and continue to strive for excellence. Plans include further developing the outdoor area to provide a secure section for non-mobile babies; as well as increasing the natural resources indoors. The managers actively seek parents' feedback and suggestions for improvement. Consequently, they have recently looked at ways to extend the information for parents and introduced longer parent meetings. They are organising a practical experience for parents to see how children learn letters and sounds. They have also implemented a highly successful system that enables parents to keep staff informed of children's achievements at home. Staff receive regular supervision and annual performance reviews to ensure they celebrate their achievements and seek to enhance their knowledge through continual development. The managers work directly with the staff and children, and provide excellent role models. They are both seeking to gain higher early years qualifications.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary part of the Childcare Register are

Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY452129
Local authority	Wiltshire
Inspection number	882711
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	50
Number of children on roll	60
Name of provider	Leaping Frogs Day Nursery C.I.C
Date of previous inspection	not applicable
Telephone number	01985 220483

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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