

# St Mary's Leapfrog

St. Marys C of E Nursery & Infant School, Princes Road, Windermere, Cumbria, LA23 2DD

## Inspection date

14/05/2013

Previous inspection date

27/01/2009

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

## The quality and standards of the early years provision

### This provision is good

- Staff have a good understanding and knowledge of safeguarding and health and safety procedures. Policies are implemented consistently by the staff to ensure that children are well supervised and remain safe and secure at all times.
- The welcoming staff and well-resourced learning environment enable children to settle happily and gain confidence and independence as they move about freely, selecting resources and making choices in their play.
- Staff provide a good range of activities to support children's learning and development. This equips them with the key skills needed for the next steps in their learning and prepares them well for moving on to school.
- Managers and staff make good use of self-evaluation and reflective practice. This results in well-targeted plans for continuous improvement and provides good support to children in their learning and development.

### It is not yet outstanding because

- There is scope for staff to always enhance their support of all children with English as an additional language, to use words from their home language more and also develop their understanding and use of the English language.
- The good use of resources for children to make marks indoors are not extended to the outdoor learning environment to fully enhance children's opportunities to make marks and build upon their early writing skills while playing outdoors.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the Rowan room and the outdoor play area, and undertook a tour of the school playground, the nursery classroom, the library and the school hall.
- The inspector held meetings with the nominated person, the manager and deputy manager, and spoke to the members of staff and children during activities.
- The inspector undertook joint observations with the manager of two activities.
- The inspector looked at a sample of children's progress records, activity planning and operational files consisting of policies, staff qualifications and suitability documentation.
- The inspector took account of the views of parents by reading parental questionnaires and speaking to parents on the day of the inspection.

## Inspector

Sandra Williams

## Full Report

### Information about the setting

St Mary's Leapfrog was registered in 2003 and is on the Early Years Register and the compulsory and part of the Childcare Register. It is managed by a committee and is situated in a self-contained unit within St Mary's Infant School in Windermere, Cumbria. It serves children from the local area. Children use the Rowan rooms and a fully enclosed outdoor play area. They also have access to the school hall, library and adventure play grounds.

The setting opens Monday to Friday during term time only. Sessions are from 9am until 5.30pm. Children attend for a variety of sessions, including pre-school sessions and out of school sessions. There are currently 77 children on roll who are in the early years age group. The setting provides funded early education for two-year-olds and supports children who speak English as an additional language.

The setting employs six members of childcare staff. Of these, four hold a foundation degree, including the manager and deputy manager, and two hold appropriate early years qualifications at level 3. The staff work closely with reception and nursery staff within the school and receive support from the local authority early years advisers. The setting is a member of the Pre-school Learning Alliance and has achieved the local quality assurance award.

### What the setting needs to do to improve further

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

- enhance opportunities to include all children for whom English is an additional language, to further develop their home language in their play. For example, by making more use of words provided by parents and using more resources, such as dual-language books, and in turn further supporting their understanding of the English language
- extend the resources in the outdoor learning environment to enhance children's opportunities to make marks and further develop their early writing skills while playing outdoors.

## Inspection judgements

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

Children enjoy a good range of interesting and stimulating activities that help them to make good progress in all areas of their learning. Initial information gathered from parents when children first start attending includes children's interests and individual needs. This information is effectively used by the staff to assess children's starting points and to shape activities to meet their individual interests and learning needs. Children choose activities that interest them, and staff support their learning by sensitively joining in with their play. Staff use the guidance 'Development Matters in the Early Years Foundation Stage' to assess and track children's progress and plan for the next steps in their learning. Evidence gathered from observing children, talking to parents and key persons, as well as reading children's 'building a picture' books, confirm that children are making good progress towards the early learning goals, given their starting points.

Staff are well qualified in childcare and education, and are familiar with the characteristics of effective learning. The vast majority of staff use effective teaching methods to promote suitable challenges to extend children's learning. Parents are actively encouraged to contribute to their children's learning. They support this by undertaking activities at home. For example, they take story sacks home to help children develop an interest in books and expand their vocabulary and communication skills. Parents are also kept very well informed about their children's progress by taking their 'building a picture' book home to read. They also receive regular progress reports and contribute to the children's next steps in their learning. All of these methods are effective in helping parents to be fully involved in their children's learning and development.

Children are well supported in acquiring good communication and language skills by engaging in conversations with the staff and their peers as they play together. They enjoy sitting with staff to recite their favourite nursery rhymes, while signing at the same time. Children are encouraged to learn new words as they play. For example, in the role play green grocer's shop, they explore the real fruit and vegetables and learn words, such as 'cauliflower', 'broccoli' and 'marrow'. They compare similarities and differences and recognise that a cauliflower looks like broccoli, but it is white instead of green. Young children learn the first letters of their names as they use coloured paper, glitter and feathers to decorate their letters to display on the wall. Older children recognise their names as they self-register on arrival. Children's early literacy skills are fostered well by the good use of print in the environment. For example, the toy boxes have labels and pictures on them to indicate their contents. The good use of resources for children to make marks indoors, however, is not extended to the outdoor learning environment to fully enhance children's opportunities to make marks and build upon their early writing skills while playing outdoors.

All children are included in the setting and are happy and content. Children undertake activities and access a good range of resources and displays that teach them about their community and the wider world. Children with English as an additional language are, in the main, well supported in developing their communication skills. For example, staff work with parents to collate words in their home languages, which are displayed on the walls to help children understand the routines in the setting. There are also dual-language books available to support children's development of their home languages and the English language. However, there is scope for staff to make more use of some children's home languages to fully support all the children who attend.

The indoor and outdoor environments are rich in numerals and shapes displayed on the walls. In the role play shop, numbers are displayed to indicate the different prices of the vegetables. Staff provide appropriate challenges for children as they ask the older children to identify the numbers. They know that one and five make 15 and that two and nought make 20. The resources and skilful questioning used staff enhance children's early numeracy skills. Children also develop good skills in the use of resources, such as the computer and interactive white board and various items, such as metal detectors and magnifying glasses. All of these skills are preparing children well for when it is time for them to move on to school.

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

Children happily arrive at the setting and are warmly welcomed by the friendly staff. They immediately make themselves at home by moving about the room excitedly, exploring the activities on offer for them. The toys and books are all stored in low-level boxes, which are labelled with words and pictures. This enables all children to easily and independently select their chosen activities. They quickly become engrossed in their play and are appropriately supported by a good amount of individual attention from the staff. Warm interaction and constant reassurance ensure that all children form positive and trusting relationships with the staff, which supports their emotional well-being. Children are helped to feel valued and included through the displays of their photographs, self-portraits and various artwork around the room.

Parents are happy with the methods used by the staff to help children settle when they first start attending the setting. The transition from home to the setting is undertaken sensitively and flexibly, which parents appreciate. They provide staff with all the required information about their children's routines, likes and dislikes, which staff use well to help children settle in. The children are encouraged to take on the role of 'buddy' to new children to help them with their transitions into the setting and help them establish routines. There is a key person system in place, the details of which are displayed on the door. Some parents are not very sure about who their child's key person is. However, as it is a small setting, they are happy to talk to any of the staff, who are all approachable and helpful. They receive daily feedback about their children's achievements and well-being throughout the day.

This secure and safe environment helps children to develop self-confidence and a good understanding about how to manage risks and challenges. For example, as children climb and jump off climbing apparatus, they are happy to embrace the challenge, due to the encouragement and support received from the staff, who they trust. Children have daily opportunities to enjoy fresh air and exercise in the well-resourced outdoor play area. They move freely and confidently in a range of ways, such as balancing on boards and climbing. They gain an awareness of space as they pedal trikes and push buggies, while carefully avoiding obstacles. They develop good skills in handling equipment and tools effectively. For example, they use various utensils and pans to scoop up water to add to compost in order to make mud. This develops their hand-to-eye coordination and encourages them to explore different media and notice the changes when more water is added.

Children develop good self-care skills and independence as they learn to dress in suitably warm clothing and put their shoes on before playing outside. They also wash their hands before eating their food, and staff explain the reasons why this is necessary. Children enjoy taking on roles and responsibilities, which boosts their self-esteem. For example, they take turns to be the 'soap person' as they squeeze the liquid soap to give to the other children for washing their hands. Staff place a great emphasis upon the importance of a healthy diet and provide well-balanced, nutritious snacks, including fresh vegetables and fruit. Staff encourage children to explore the textures and smells of different food and encourage them to taste vegetables, such as peppers. The children talk about the different colours and the seeds inside, which they recognise as being similar to the seeds they plant outside. While taking part in group activities, children show self-control as they take turns and share with others. Their behaviour is positive due to the clear boundaries and gentle guidance provided by the staff. Children are well supported in their transitions when it is time for them to move on to school, due to the close working relationships between staff and the fact that they are based within the school.

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

The manager, staff and committee have a good understanding of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. The comprehensive policies and procedures are regularly reviewed by the committee and are implemented consistently by the staff. The staff group work together well to ensure that the children in their care are kept safe and secure at all times. The good staff ratios ensure children receive effective levels of supervision and individual attention at all times. Staff check the premises daily, including the outdoor area, to make sure children are protected from hazards. The security of the building and outdoor play area is very good and the staff are vigilant at all times, which minimises the risk of children leaving the premises unsupervised. Staff have all undertaken safeguarding training and have a clear understanding of how to respond if they have any concerns about children's safety. All staff are trained in paediatric first aid and are, therefore, prepared to deal with any accidents or medical emergencies. Thorough procedures for recruiting, vetting and checking staff ensure they are suitable and safe to work with children.

The manager and staff have a good understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. Regular monitoring is undertaken by the manager to ensure that children enjoy a broad range of experiences to help them make good progress in their learning. Thorough induction systems ensure that staff are clear about their roles and responsibilities. Their professional development is actively promoted through regular team meetings, training and liaison with the local authority advisers. Annual staff appraisals and regular supervision sessions are effective in identify staff's training needs and continued professional development. The manager has developed good systems to monitor the performance of the staff. She recognises that not all staff are fully confident in their use of questioning skills to promote children's thinking. She is, therefore, actively coaching and supporting all staff to enhance their confidence and skills in this area.

Very positive partnerships between staff and parents ensure that children's needs are well met. Parents spoken to express their satisfaction with the service provided. They comment that staff are extremely helpful and friendly and that their children's behaviour has improved since attending the setting. Partnership working with external agencies and professionals, such as children's services, health visitors and speech therapists, is very effective in ensuring that children receive a high level of support when required. When children attend more than one setting, the staff regularly share information between the settings and parents. This ensures that children receive consistency in their care and learning.

The manager undertakes a reflective and evaluative approach to the service and is committed to continuous developments. Thorough evaluation takes into account the views of children, parents and staff. The manager also works closely with the local authority advisers. This results in clear and well-targeted plans for future developments, which are acted upon successfully. Recommendations from previous inspections are taken on board, and the previous recommendation regarding supporting children with English as an additional language has been mostly met. However, there is scope for this to be extended further to fully support the language development of children of all nationalities who attend the setting.

### **The Childcare Register**

The requirements for the compulsory 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

<b>Unique reference number</b>	EY265743
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	856043
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	48
<b>Number of children on roll</b>	77
<b>Name of provider</b>	St Mary's Leapfrog Ltd
<b>Date of previous inspection</b>	27/01/2009
<b>Telephone number</b>	01539 462476

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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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