

# Leapfrog Neighbourhood Nursery

Merlin House, 19 Villiers Road, SOUTHSEA, Hampshire, PO5 2NR

## Inspection date

Previous inspection date

05/12/2013

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

- Children relish their time at nursery and are very happy and relaxed. They are able to thoroughly enjoy a wide range of exciting activities which stimulate and motivate them.
- The environment provides children with excellent opportunities to choose their play materials and follow their individual learning styles.
- Children benefit hugely from the highly successful partnership between the staff and parents, ensuring key information is shared between them.
- Children feel extremely safe and secure in the nursery and arrangements for safeguarding the children are robust.
- Children flourish at the nursery, they thoroughly enjoy their learning and achieve extremely well in relation to their starting points.
- The children benefit from a fantastic outside area where they are able to explore, role play and use their imaginations.
- The quality of planning for all children is excellent; each child receives an exceedingly enjoyable, challenging experience across all areas of learning.

## 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 discussed the format of the inspection on arrival.
- The inspector observed activities in the indoor and the outdoor learning environment.
- The inspector looked at children's assessment records and sampled other documentation.
- The inspector and manager undertook a joint observation of a planned activity.
- The inspector took account of the views of parents spoken to on the day.

## Inspector

Alison Large

## Full report

### Information about the setting

Leapfrog Neighbourhood Nursery is one of two privately owned settings which registered in 2013. The setting operates from a designated building in the Southsea area of Portsmouth in Hampshire. The children have access to a large and varied outside play area. The nursery is open from 8 am to 6 pm Monday to Friday for 51 weeks of the year. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery adopt the Highscope approach to children's learning. There are currently 110 children in the early years age group on roll and the setting receives funding for free early education for two- three-and-four year olds. The setting supports children with special educational needs and/or disabilities and also children learning English as an additional language. There are currently 21 staff employed to work with the children, 16 of which hold a relevant childcare qualification.

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

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

- strengthen further the gathering of information relating to each child's experience at home when children first join to support the most accurate assessment of children's needs from the outset.

### Inspection judgements

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

Children flourish at the nursery. They thoroughly enjoy their learning and achieve extremely well in relation to their starting points. Management and staff create a challenging and stimulating environment, where the atmosphere is incredibly positive and encouraging. Throughout the nursery children are making excellent progress in all areas of development. They are confident and keen to join in activities and are developing warm relationships with each other and staff. Very effective systems are in place to ensure that children have many opportunities to consolidate or further their learning. Younger children are beginning to use tools such as paint brushes with confidence. Older children are becoming confident in naming colours and shapes, and the oldest are progressing to writing their own name and understanding simple mathematical concepts. Each child receives an extremely enjoyable, challenging experience across all areas of learning. Excellent systems for assessment and planning are in place to ensure activities and learning experiences fully support children's interests and the next steps in their learning particularly well. The nursery ensures the monitoring of children's progress towards all the early learning goals is extremely effective. The staff team promote children's development through an excellent balance of child-led play, planned activities and interesting resources. For example, the children have access to an amazing garden area where they can choose

from a wide variety of exciting resources and use their imaginations in their play. They can dig in soil and sand, or play in the den or the pirate ship. On a windy day they have great fun playing in the leaves, hunting for bugs or using the parachute to play games. These activities are highly effective and enhance the children's learning. Children develop new skills and grow in confidence and rise to the challenge of trying something new. They are very active learners. Staff demonstrate a very secure knowledge and understanding of how children learn. As a result, children are very motivated and develop a highly positive attitude to their learning and learn to work alongside their peers extremely well. Children's independence is promoted particularly well, they are developing skills such as putting on their own coats and shoes and pouring their own drinks and helping to tidy up. All children enjoy many opportunities to choose, participate and become independent in their play.

Children develop very good communication skills and chat happily both to one another and to adults. Staff support children extremely well, by offering praise and encouragement and they demonstrate an excellent understanding of children's individual learning needs. Babies are actively involved in their play, confidently selecting and exploring resources. They touch, cuddle, shake and bang objects they investigate and are able to climb and practise a range of movements in safety. They are supported exceptionally well by staff and become confident in their daily routines. Staff use high quality teaching methods as they interact and sit at the children's level maintaining eye contact. All children relish their time at nursery and are very happy and relaxed. They are able to thoroughly enjoy a wide range of exciting activities that stimulate and motivate them.

The nursery has implemented the progress check for two year old children highly successfully and all related documentation is in place. As a result of the highly effective assessment and recording of children's progress parents receive a very clear picture of where their children are in their learning and are actively encouraged to be involved in their children's learning and development. Staff do not always gather as much information as possible from parents about what children have learned at home at the very start of arrangements. However, arrangements for sharing information on an ongoing basis are excellent. Parents are kept very well informed about the life of the nursery via the notice boards, newsletters, parent meetings and through daily chats to staff. They state they have seen their children make exceptional progress while at the setting.

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

Children relish their time at the nursery. They are welcomed into a warm and friendly setting by staff who meet the children's welfare and learning needs with great success. Children are developing particularly warm relationships with each other and staff. An excellent key person system is in place which enables all children to be ready for the next stages in their learning. Children develop very strong emotional bonds and trusting relationships with their key worker and this wonderful relationship helps children develop high self esteem and confidence. Staff make excellent use of resources, the indoor and outdoor play areas are extremely well organised to ensure children can take part in a wide variety of activities.

The nursery provides an excellent variety of healthy and nutritious snacks and parents provide their lunches. Children benefit hugely from the carefully balanced selection offered at snack time. Children learn about good hygiene routines and from a very young age can independently take themselves off to wash their hands. They all know they must wash their hands after using the toilet, before eating and after messy play. Excellent systems are in place to inform staff of any health or dietary issues the children may have. Children behave extremely well, they are learning to share and take turns and play very well together. They are developing relationships with each other and interact extremely well together throughout the nursery. Children know what is expected of them and are very confident to make their own choices and decisions.

One of the nursery's exceptional strengths is how they handle children moving to the different age groups within the nursery and their preparation for school. Excellent procedures are in place for a smooth move. Parents are kept informed throughout the process to ensure they know what is happening. They are also invited to visit the next age group to get to know the staff as well. All staff are committed to making the moves to the different age groups as smooth as possible for each child. Staff liaise extremely well with the local schools that children will move on to and this ensures a smooth transfer, consistency of care and learning and reassurance for each child. Children with special educational needs and who learn English as an additional language are very well supported by staff. Children are secure and safe in the nursery and feel a sense of belonging, fostered by consistent care from staff and excellent resources.

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

Parents and children are welcomed into an extremely warm and friendly setting, by staff who meet children's welfare and learning needs with great success. Very effective management structures are in place and communication with all levels of staff is excellent. The registered provider is extremely committed and highly dedicated to maintaining the highest levels of achievement for the children and their families. Arrangements for safeguarding children are robust. All staff undertake training in child protection and have a very good understanding of safeguarding procedures and how to protect children. Clear procedures are in place for the recruitment and vetting of new staff and this ensures all adults working with the children are suitable to do so. The management team have high aspirations for quality. This is evident through ongoing improvement in all areas, in close consultation with staff, parents and children. Efficient systems are in place for self-evaluation of the nursery to reflect the excellent practice and prioritise any areas for improvement. The management team closely monitor staff performance and work exceptionally hard with the staff to keep their skills and knowledge up to date. This results in an extremely confident staff team who all demonstrate an excellent understanding about how to help all children develop and progress. All children are included and supported extremely well and the nursery promotes equality and diversity highly successfully,

A superb partnership between the nursery and parents ensures key information is shared

between them. Parents of all the children are kept informed about daily routines and the activities their children have taken part in and the food they have eaten. Parents express enormous confidence in the very high standard of care, communication and their child's preparation for the future. They feel very welcomed into the setting and are extremely happy with the progress their children are making. The information available to parents ensures they are kept fully informed about nursery life and their children's progress. The nursery supports children with special educational needs and those learning English as an additional language extremely well. Parents of children learning English as an additional language state they have seen their children blossom whilst at the nursery and with excellent support from staff develop the skills to speak both their home language and English fluently. Partnerships with other settings the children attend are excellent. Staff liaise extremely well with the other providers of the Early Years Foundation Stage where children attend other settings. This results in a fully shared approach to children's care and learning.

### **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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY461909
<b>Local authority</b>	Portsmouth
<b>Inspection number</b>	911108
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	80
<b>Number of children on roll</b>	110
<b>Name of provider</b>	Leapfrog Nursery School Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	02392643776

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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Piccadilly Gate  
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