

Leaping Lambs Nursery

Bath Road, Bristol, BS30 6LN

Inspection date

Previous inspection date

09/04/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- There is a good focus on play and learning in the outdoor environment, including the small animal area, which provides for an array of rich and varied experiences.
- Children make good progress in their learning and development in relation to their starting points. Staff have a detailed knowledge of children and their next steps in learning.
- Partnerships with parents and other settings that children may attend are good, ensuring continuity of care and learning.
- Children are safeguarded well and their ongoing safety is given a high priority.

It is not yet outstanding because

- Children have fewer opportunities to use a range of technology resources as a core part of their play and learning experiences.

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 the main play room and the outside learning environment.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector completed a joint observation with the provider.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Julie Swann

Full report

Information about the setting

Leaping Lambs Nursery registered in 2013. The nursery operates from a converted church. Children have access to an outside play area at the rear of the premises, which has a small enclosed area where animals are kept. The nursery is privately owned. The nursery opens Monday to Friday from 8am to 6pm, for 51 weeks of the year. There is the option of a breakfast session between 7am and 8am. The nursery is registered on the Early Years Register, and both parts of the Childcare Register. The nursery offers care predominantly to children aged from six weeks up to five years, with the flexibility of providing care for children up to eight years during school holidays. The nursery receives funding for the provision of free early education to children aged two, three and four years. The provider employs two staff members who work directly with the children. The provider holds a Cache Diploma at level 3 in early years and childcare.

What the setting needs to do to improve further

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

- increase opportunities for children to use information and communication technology, resources and programmable toys.

Inspection judgements

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

Children receive good quality teaching. Staff have a good knowledge of the seven areas of learning, to promote children's progress successfully towards the early learning goals. Working in close partnerships with parents and carers, the provider and staff carry out detailed observations of the children as they play and plan associated activities to meet their individual needs and interests. They track children's development and learning through detailed assessments. Parents meet with key staff to discuss their child's development and learning regularly and help complete the progress check for two-year-old children. Consequently, there is good continuity in children's learning due to the shared approach between parents and staff.

There is a strong focus on outside play and children are provided with ample opportunities to develop their curiosity and learning through engagement with nature. Children regularly visit the chickens, guinea pigs and rabbits in the outdoor area, with parental consent, and engage in activities, such as feeding and singing familiar songs to practise their animal noises. Children also get to see interesting first-hand experiences, which promotes their natural curiosity as learners. For example, children show awe and wonder as a chicken lays an egg, with some children confidently asking questions about what is going on and why. Staff encourage children to count how many chickens or

rabbits they can see. Children learn about how to maintain their own health and safety as they feed the animals daily. When asked by staff what they must do during this time, children confidently reply they must walk inside the animal's 'house' and not touch or put things in their mouth. They also learn about healthy eating as they help to plant and care for their own vegetables in the garden. This support for children to take charge of their own learning means they are extremely enthusiastic and very well motivated to learn, and they make good progress as they prepare for school.

Children are supported well in the acquisition of communication and language skills because staff use positive teaching methods, such as giving clear explanations, asking challenging questions and introducing new ideas, concepts and vocabulary. For example, during a painting activity, staff encourage children, to talk about the picture they are painting. They extend the conversation well when a child tells them it is a picture of their 'huge dog' and the child confidently describes their family and familiar home routines. Children independently put on their aprons before spreading paint on to paper using a stick of celery. Children make different shapes and textures and confidently use pencils as they draw. Staff remind children that it is kind to share and take turns. This ensures that children develop their expressive arts and design and social skills. Children have access to a wide selection of good quality books. Some children explore books independently, whilst younger children reach for a book and sit with staff and listen to the story about vehicles, pointing to the cars and their colours, However children have fewer opportunities to use a range of technology equipment, such as computers and programmable toys for children of all ages, as part of their core play and learning experiences. This reduces occasions for children to talk about such equipment and explore how things work.

Diversity is reflected well throughout the nursery: in the positive images of children from a variety of cultures, and through resources such as toy wheel-chairs and dolls with different skin tones. The nursery has a good display of photographs of children involved in activities, along with informative posters of numbers and words in both English and other languages. These are displayed at children's level, making it a bright and colourful environment.

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

Children are cared for in warm and welcoming environment where staff give high priority to their safety and well-being. An effective key person system is in place, which supports children in developing a sense of belonging and making secure attachments away from their parents. As a result, new children settle quickly and develop a sense of self, as they learn to form secure emotional attachments with a special person. This promotes their personal, social and emotional development, as they demonstrate their early understanding of making relationships. In addition, staff take the time to talk to parents, and 'All about me' forms help them to really get to know their children well. This, together with pre-starting visits and flexible settling-in sessions, help children to make a smooth transition between home and the nursery.

Children behave well and there are effective systems in place to support and encourage positive behaviour and self-esteem. For example, staff act as positive role models and give out lots of praise for all achievement no matter how small. The rooms are well organised and children independently make choices about activities and help to tidy away their own toys. Children develop good self-care skills; putting on their own coats and zipping them up with minimal help prior to going out to play. Children make choices from healthy selections at snack time and learn to be independent by, for example, setting the table. Children are encouraged to drink lots, especially after they have been running or jumping, and they independently access their own water. This helps them to learn about how to care for their bodies after exercise to ensure they remain healthy. Children know why it is important to wash their hands and happily follow good personal hygiene routines.

Staff promote children's understanding of safety well. Children regularly take part in fire drills, with staff carefully explaining that they are only practising so that they develop an understanding of how to evacuate in the event of an emergency. The manager has established good links with other providers in the area, to provide wrap around and after school care for children, should this service be needed at some point. Staff talk to children about school before they move on. They ensure they provide information on children's stages of learning, for example, by sharing learning records and tracker documents.

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

The provider and staff members demonstrate a good understanding of the learning and development and the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. Safeguarding procedures are strong, ensuring all adults are suitable and have up-to-date knowledge of child protection procedures. The provider and staff help to ensure that children are looked after in a secure and safe environment by fully understanding their responsibility to protect children from harm and knowing what action to take if they have any concerns about a child's welfare. In addition, there are well- developed written policies to support practice. The provider takes an active role within the nursery and has a strong vision to provide an inclusive environment.

The provider evaluates the setting through questionnaires sent out to parents and from the daily conversations with them, when staff and parents can share their ideas. They accept any comments received and listen to children's thoughts and ideas, to ensure continuity within the nursery. Parents are keen to contribute in the children's profiles, and inform the key person about what their child has achieved at home. There are good methods in place to observe, assess and monitor children's progress. These are effective because staff know their children well and they have a good understanding of the curriculum, so they are able to readily identify what they need to do to take each child forward in their learning and development.

Staff take part in a continuous programme of training and have regular opportunities for supervision and appraisals with the provider, along with regular staff meetings. The staffing team have a common sense of purpose and work together to improve

opportunities for children to achieve, and exceed, their individual potential.

Risk assessments are thorough and ensure hazards to children are minimised. Staff deployment is well managed to ensure children's safety at all times. Parents are very keen to express how pleased they are with how the nursery is run, how settled their children are, and how well their children have developed in a relatively short period of time. Effective partnerships with other professionals ensure that children, including those with special educational needs and/or disabilities, receive the support they need to make good progress and build firm foundations for their future 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

Unique reference number	EY469214
Local authority	South Gloucestershire
Inspection number	940715
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	38
Number of children on roll	10
Name of provider	Leaping Lambs Nursery
Date of previous inspection	not applicable
Telephone number	0117 932 2747

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

