

# Marston Green Leap Frogs

Marston Green Infant School, Elm Farm Avenue, Birmingham, West Midlands, B37 7AA

## Inspection date

31/03/2014

Previous inspection date

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

- Safeguarding procedures are strong and therefore children are protected from harm and kept safe. Children are learning how to keep themselves safe through being actively involved in risk assessments.
- Strong leadership and management ensures there is a continual improvement of the educational programme and that children receive good quality care and learning.
- There is good parental involvement in children's learning as they have valuable opportunities to be fully included in parent workshops and the everyday life of the nursery.
- Staff support children well through good teaching. Positive focus is placed on developing children's communication and language skills, which means all children are making good progress in their language development.

### It is not yet outstanding because

- There is further scope for children to develop more independence at lunch times.
- Opportunities for children to use language to describe position, shape and size during mathematical activities are not fully available.

## **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.

## **Inspection activities**

- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and nursery improvement plan.
- The inspector observed activities in all of the play rooms, the out of school club and the outside learning environment.
- The inspector conducted a joint observation with the manager of the nursery.
- The inspector held meetings with the owner and the manager of the nursery.
- The inspector looked at children's assessment records and planning documentation.

### **Inspector**

Susan Rogers

## Full report

### Information about the setting

Marston Green Leap Frogs was registered in 2003 on the Early Years Register. It is situated in the Marston Green area of Birmingham, and is managed by the governing body of the host school. The nursery serves the local area and is accessible to all children and the out of school care provides a service to children who attend the school and nearby junior school. It operates from a single story building and rooms within the school building. There are enclosed areas available for outdoor play. The nursery employs 15 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3 and one member of staff has Early Years Professional Status. One member of staff has appropriate early years qualifications at level 2. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The out of school care operates from 7.30am until 9am and from 3pm until 6pm term time only. Children attend for a variety of sessions. There are currently 54 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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

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

- extend opportunities for children to use language to describe position shape and size during mathematical activities
- extend opportunities for children to develop more independence at lunch times.

## Inspection judgements

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

Children enjoy a broad range of play experiences and make good progress in their learning and development. Staff are very supportive of children's needs as they learn and explore their environment. They use good teaching methods to ensure that children make consistently good progress in all areas of their development. This is because staff have a secure knowledge and understanding of how each child learns. Key persons assess each child's progress through carefully managed observations. These provide a strong basis for staff to plan effectively for each child's individual learning needs and focus on what the child enjoys. As a result, planning reflects children's individual interests and provides enjoyable experiences for each child. Children communicate very well and eagerly provide each other with running commentaries to describe what they are doing. This provides children with the skills and confidence they need when they transfer to full time school. The recently introduced mud kitchen is a source of creative inspiration for the older

children. They scoop up compost and pile it into containers using tools. This encourages children to work together in groups as they support each other. They develop imaginary scenarios where they pretend to cook food and repair their bicycles. Outdoor play is readily available to children throughout the session, as staff leave the doors open for the pre-school children, so they can choose whether or not to play indoors or outdoors. Many activities are available outdoors and follow on from discussions or group activities that take place indoors. For example, children paint butterfly pictures, experimenting with mixing different colours together to create shades and new colours. Staff support this well by encouraging children to become adventurous and use splatter techniques as they paint, developing unique and colourful images. They discuss the recently formed chrysalis that gives them a good understanding of growth and development. This extends their vocabulary as they proudly remember more difficult words such as cocoon and caterpillar. Many of the older children are learning to recognise and form letters that make their name. There is, however, further scope during these activities for staff to encourage children to use language that describes position, shape and size.

Children of all ages enjoy exploring the world around them, as they visit the local community and discuss the lifecycles of insects and plants. Older children are currently learning about the changes that take place as a butterfly develops. Outdoor play is used effectively, to ensure that children of all ages extend their physical skills. Babies crawl on the artificial grass, explore tunnels and small climbing equipment and older children enjoy using the wide range of wheeled toys, balancing beams and climbing equipment. They enjoy exploring a range of messy activities. For example, they thoroughly enjoy the sensation of feeling cornflour mixed with water. Staff support this activity, letting some of the mixture onto children's hands. They extend their communication skills by describing what is happening and asking children what they can feel. There is a good range of equipment available in the baby room that supports children to make progress in their mobility skills. As a result, children have many opportunities to pull themselves up and confidently balance on two feet. Children who speak English as an additional language are well supported, as staff learn key words in the child's language and work closely with parents, so that the child's own language is valued. There is a wide range of opportunities for parents to be included in their child's learning and care. Staff organise regular workshops that include parents and encourage parents to come into nursery and work alongside their child. This provides them with very good sources of inspiration and ideas, so they can support their child's learning in the home environment. The nursery encourages parents to take a range of resources and books home. This provides them with further support for their child. Toddlers take home a teddy bear on a regular basis and a diary which encourages parents to document the child's activities during their holiday or a weekend. These recordings are used, as a valuable learning experience with all of the children during circle time. Children who attend the out of school club enjoy an exciting range of activities that encourage them, to use a range of creative materials. They enjoy a strong sense of ownership in the club as their opinions and play preferences are carefully considered during planning. As a result, children enjoy their play and learning experiences.

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

Children behave well, are happy and settled as staff are warm and caring. They settle into the nursery smoothly as gradual introduction sessions are offered. This ensures that children become accustomed to their new environment. There are very effective methods in place that encourage children to take responsibility for the safety of their environment. Each morning two of the pre-school children accompany a member of staff outdoors where they visually inspect the outdoor environment and identify any risks. This encourages them to take responsibility in nursery and develop a strong sense of keeping themselves and others safe. Both the out of school club and the nursery provides a stimulating and safe environment for children to learn and play. Younger children sleep in safety as staff ensure the environment is safe and quiet. As a result, children are relaxed and refreshed when they wake and eager to continue with their learning. Staff remain in the room with children, reassuring them if they wake and ensuring children who do not sleep, enjoy stimulating activities that enable their learning to continue. Staff are sensitive to children's individual needs and put together an 'all about me profile' before the child starts at the nursery. This enables staff, to learn from parents details of the child's individual needs and include these in planning from onset of the child's placement in nursery. Children who transfer into full time school after attending the nursery are well supported, as teaching staff and key persons exchange information and staff put together a transfer document which details their progress. School staff and nursery staff work closely together exchanging ideas for planning and further learning opportunities. This enables them to discuss children's individual needs. Children's transfer into a different room in the nursery is determined by their age and abilities and follows consultation with their parents. Key persons often accompany children during their initial visits and stay with their child, ensuring they feel safe and secure. Children enjoy home-cooked food while at nursery. Their individual dietary needs are followed and they enjoy sitting with their friends, as they chat about their day's activities. However, there is further scope to promote children's independence during lunchtime activities.

There is a wide range of play materials readily available that encourage children to use wheeled toys, climb and enjoy a range of messy activities. Children develop an understanding of nature as they grow plants indoors and outdoors and learn about growth and decay. They enjoy trips to the local village enjoying the stimulation of the world around them. Staff ensure that all external trips are thoroughly risk assessed and managers ensure that there is a generous child to staff ratio, which ensures children's safety is met. There are good arrangements in place to support children who have special educational needs and/or learning disabilities. Key persons work alongside additional agencies, which ensure that children receive good support. There are regular meetings around the child and their family to ensure the child's needs are wholly considered. This ensures the nursery has updated information in respect of the child's individual care and learning needs. Staff ensure that there are warm and caring relationships in place with the children which makes sure that children feel secure and safe. Children readily go to any member of staff for reassurance or support in their play activities. They make friendships with other children as they readily include them in their play recognising that their play is more exciting when they include others. The well planned play environment has been carefully resourced and stocked with a range of exciting and interesting toys. This ensures that children explore and experiment with a wide range of learning opportunities that sustains their interest and ensures that they make progress in all areas of learning.

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

Effective safeguarding arrangements ensure that children are protected and safe. Safeguarding policies are clear and staff and managers know how to respond if there are concerns over a child's care. They refer their concerns to the local authority and act on their advice and direction. A strong management team leads an appropriately vetted, skilled and knowledgeable staff team. There is a clearly defined management structure with the registered person providing good support for the management team. Management are clear about their responsibility to notify Ofsted of any significant changes. Staff to child ratios are effectively maintained and all required documentation to support the operation of the nursery is in place. Regular meetings, that include the staff team and staff from the host school provide a firm foundation for sharing ideas and moving forward with further improvements in both the nursery and out of school club. This also provides an effective forum for staff to discuss the progress of children who are moving into full time school. Some children have shared care and education and spend some time in the nursery attached to the school and then are collected by staff and spend the rest of the day in the day nursery. Staff are very mindful of providing continuity in the child's care and learning and regularly review the childrens' progress so that both school topics and teaching methods are followed. Monitoring of the educational programme is thorough and uses a variety of reflective methods to ensure children's learning needs are met. This ensures that children learn through a broad range of activities. The nursery has started to share practice with other settings locally, as a further means of improving practice and learning from others.

Staff recruitment is effective and staff skills are further promoted through appraisals, peer observations and training opportunities. Regular staff meetings provide opportunities for all staff to contribute towards further developments in the nursery. Additional agencies provide support for children who have special educational needs and/or disabilities. Staff are skilled at working alongside these providing specific care arrangements for children. This enables all children to make good progress given their starting points. A close working partnership with parents is actively encouraged through workshops and parent consultation sessions. Staff are mindful of parents' personal circumstances and are skilled in supporting them with advice and reassurance. There are close links with teaching staff from the host school and local schools providing effective support for children as they move into full-time education.

## 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>	EY240219
<b>Local authority</b>	Solihull
<b>Inspection number</b>	955404
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	66
<b>Number of children on roll</b>	54
<b>Name of provider</b>	Marston Green Infant School Governing Body
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	0121 770 6652

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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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