

Leapfrogs Pre-School

St Peters Church Hall, St Peters Road, Chellaston, DERBY, Derbyshire, DE73 1UU

Inspection date

14/05/2014

Previous inspection date

29/01/2009

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

- The quality of teaching is very effective, which motivates children to engage in the range of experiences available. As a result, children make good progress and are very well prepared for the next stage of their learning, such as school.
- Comprehensive policies and procedures are in place, implemented by staff and monitored by management. This ensures that children are safeguarded extremely well at all times.
- Positive relationships between children and adults mean children settle well and gain good levels of confidence and are emotionally secure in the pre-school.
- Partnerships with parents are well established, enabling staff and parents to work together to support the care and learning needs of each child throughout their time in the pre-school.

It is not yet outstanding because

- Children's play is interrupted throughout the session. As a result, they are not given sufficient time to pursue their learning or complete tasks to their own satisfaction.
- Opportunities for children to further develop their independence and self-help skills are not always consistently promoted through everyday routines.

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 spoke to the children and staff and held discussions with manager.
- The inspector observed activities in the playrooms and outside area.
- The inspector held a joint observation with the manager.
- The inspector looked at children's assessment records, learning journeys and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with the children, the provider's documentation and policies and procedures.

Inspector

Janice Hughes

Full report

Information about the setting

Leapfrogs Pre-School was registered in 1992 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is run by a committee of parents and operates from St Peters Church Hall in Chellaston, Derby. The pre-school is open Monday to Friday from 9.15am until 12.15pm and on a Tuesday and Thursday from 9.15am until 3.15pm, term time only. There is an enclosed garden for outside play. There are currently 53 children on roll, all of whom are in the early years age range. The pre-school provides funded early education for two-, three- and four-year-old children and supports children with English as an additional language. The pre-school employs nine members of staff, all hold an appropriate early years qualification and one member of staff has Qualified Teacher Status. The pre-school receives support from the local authority.

What the setting needs to do to improve further

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

- focus more precisely on the impact interruptions have on children's learning and review these times, so that children can pursue their own learning and complete tasks to their satisfaction
- extend the opportunities for children to develop their independence and self-help skills during meal times, for example, through enabling older children to set the tables, serve their own food and pour their own drinks.

Inspection judgements

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

Children are happy and confident in this welcoming and stimulating pre-school. Staff provide a variety of exciting activities and opportunities to promote their learning and development. On arrival, children enthusiastically choose an activity and quickly become engaged in their play, clearly demonstrating their positive attitudes to learning. Staff know the children well. They gather relevant information from parents about their children's preferences and capabilities before they start. Staff use this information, along with their initial assessments, to form children's starting points. As a result, children settle well into the pre-school and are provided with activities that are of interest to them from the start. Staff continue to teach, observe and assess the children while they play. They effectively identify children's learning priorities and plan challenging activities that meet children's individual learning needs. Assessment procedures are robust and these enable key persons to successfully complete the progress check at age two and identify any gaps in children's learning quickly. Children with English as an additional language are wholly included in the pre-school. Staff provide a visual timetable and picture cards to help with

their communication skills. In addition, they work closely with parents to use both their home language and English to help with their overall learning. Consequently, all children are making good progress giving their starting points.

Teaching is inspiring and this encourages children to be engaged and motivated to learn. Children enjoy partaking in the variety of activities that encourage them to think and explore. For example, a small group of children are eagerly using the scissors, tape, hole punchers and crayons to make their creations. They use these independently and make cars out of boxes and colourful collages out of feathers. As a result, they are acquiring good skills to help their readiness for school. However, children's play is interrupted when they have to stop to have circle time, snack and later to go outside. As a result, the children are not given sufficient time to pursue their learning without interruption or to complete their activities to their own satisfaction. Staff foster children's communication and language well. They speak clearly, provide children with new words to increase their vocabulary and involve children in constant conversation. This helps to increase children's understanding of language and speaking skills. Children love being outside. They improve their physical skills as they scoot around the area, balancing skilfully, and use small equipment to learn how to catch and throw. Children are curious and use their investigating skills effectively as they hunt for mini beasts. Here, children carefully lift up logs and bricks in the garden and scream with delight as they find a worm. Staff quickly seize on this opportunity and extend children learning well, as they suggest going on a mini beast hunt.

Mathematical skills are taught well through adult-led activities and everyday routines. Children sort objects by size and make colour patterns using plastic bears. Children use information communication technology skills efficiently. They press buttons on cause and effect toys and use the computer to play letter sound and number games. This effectively promotes children's natural curiosity to experiment and to find out how things work. Children enjoy being creative and using their imagination and expressing their thoughts well. For example, one child creates a chocolate factory out of construction toys and another makes cups of tea in the outside kitchen. Books and stories are read with passion to children. Staff capture children's interest, they listen and participate imaginatively. This helps children to learn that print carries meaning and encourages an interest in reading. Parents are invited to view their children's learning records whenever they wish and make comments on how their children are progressing. They have opportunities to discuss the progress of their children in more depth on parent's evenings and open days. This means, both parents and staff are fully meeting the needs of children's learning effectively.

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

Staff greet children warmly on arrival and children settle well and play happily, showing they are secure in the pre-school. Children separate from their parents confidently and settle quickly with sensitive support from staff. They quickly develop close bonds and attachments as they have one-to-one support from their key person, which helps their emotional well-being. Parents are encouraged to attend the pre-school before children start to ease their move from home to the pre-school environment. Children play in a

calm, relaxed environment. They show good care and consideration for one another. Children's good behaviour is promoted through the reinforcement of clear rules and boundaries and through staff offering regular praise and encouragement. This promotes children's self-confidence and self-esteem. Children's independence is promoted as they freely select their own play materials and learn important skills, such as hand washing and putting on their own coats. However, at snack the children do not always pour their drinks or serve their food. As a result, they are not being given the opportunity to increase the self-help skills they have already gained.

The learning environment is very stimulating and the resources are of a high quality. They are appropriate for the ages and development of the children and cover all areas of learning. The outside sensory garden is a haven to be in. Children can explore, investigate or relax on child height benches and smell a variety of herbs and flowers. The garden provides children with places to go to be on their own or share conversations with their friends. This in turn helps to promote their sense of belonging and emotional well-being. Children are accommodated in a clean, comfortable environment that is secure and well maintained. Staff put a lot of effort into the presentation of the pre-school, resulting in interesting, attractive and child-friendly surroundings. Displays of children's work and photographic evidence of their achievements provide the children with a good sense of belonging, which helps to build upon children's confidence.

Healthy lifestyles are effectively promoted as the pre-school provides a healthy snack that is freshly prepared on the premises. They part take in activities about food and exercise. For example, staff plan an activity week, which is designated to tasting healthy foods, having the role play area turned into a 'green grocers' and planting vegetables. This helps children to gain a wider understanding of healthy foods. Children have daily opportunities to be physically active in the garden and inside, so they learn about the importance of exercise. Staff have a secure understanding of keeping children safe. They identify potential dangers as part of their daily risk assessments and take steps to eliminate them. Children develop an appropriate understanding of safety through daily routines. For example, they know the pre-school rules and are encouraged to tidy up after themselves. They participate in regular fire drills and staff use these occasions to discuss why certain routines are followed, in order to fully support children's understanding of how to keep safe.

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

Staff have a secure knowledge of possible child protection issues and of the processes to follow should they have any concerns about a child in their care or if an allegation was made against a member of staff. All staff complete safeguarding training and there are clear written procedures in place. The pre-school premises are secure and staff are vigilant to ensure children do not leave without supervision. The required documentation is in place, such as recording systems for accidents and attendance. There are clear written risk assessments that the managers review regularly. These help demonstrate how the staff minimise potential risks to children, for example, the kitchen door is locked to

prevent children entering. Staff carry out daily checks to ensure the premises, indoors and out, are safe and suitable for children to use. There is a rigorous recruitment process in place to ensure staff suitability. These include employment and induction procedures, as well as Disclosure and Barring Service checks.

The manager and committee have high expectations and inspire staff in developing their knowledge and skills to promote the learning and development requirements. The manager and staff regularly monitor and observe staff practice to assess how they engage with children. Staff are very committed to the development of their roles and attend short courses run by the local authority, to increase their knowledge of child development. This benefits children because they are cared for by knowledgeable staff who can cater for their needs well. Ongoing support for staff with supervision sessions and annual appraisals helps improve their professional development and practice. The staff clearly understand the learning and development requirements and ably support children's progress. The key persons assess children's progress regularly and this enables them to reduce any gaps in a child's learning. The manager has developed a monitoring process so she can more easily compare groups of children across the areas of learning. For example, more resources and planned activities are in place after noticing children did not show much interest in mathematics. The manager and staff work as a team and are reflective in their practice. Discussions and questionnaires help gain the views and ideas of parents and staff for the pre-school's evaluation. There are clear development plans in place and there is a good capacity to sustain improvement. For example, they plan to extend the outside area to further extend children's all round development.

There are strong relationships with parents. Parents responded very positively to the recent questionnaire. They engage well with the staff and they routinely share information about their children, so there is an effective two-way communication. Parents spoken to on the day of the inspection were very positive and pleased with the service they receive. They say the staff are very friendly and approachable and that their children are progressing well since they started. There are established partnerships with others, such as social services, health visitors, inclusion officer and the local authority that help the staff meet all children's individual needs well. Communication is a strength of the pre-school staff team and this helps support effective partnership working.

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	206135
Local authority	Derby, City of
Inspection number	864114
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	63
Number of children on roll	53
Name of provider	Leapfrogs Pre-school Committee
Date of previous inspection	29/01/2009
Telephone number	07989876828

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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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