

The Little Green Frog

Ashfield Primary School, Weston Lane, OTLEY, West Yorkshire, LS21 2DF

Inspection date	30/06/2014
Previous inspection date	11/12/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 know children well and they use effective teaching skills, which means that all children make good progress given their starting points. As a result, children are well prepared for the next stage in their learning.
- Staff's caring and sensitive manner helps children to form secure emotional attachments and develops their confidence. This builds a strong and secure base for children's increasing independence.
- Staff work together as a cohesive team. They make good use of self-evaluation and ongoing training to build upon their good practice and ensure that children continue to benefit from improvements made at the nursery.
- Staff all fully understand the arrangements for safeguarding. They are clear about the procedures if they have a concern about a child in their care, which means children are safeguarded.

It is not yet outstanding because

- There is scope to enhance younger children's literacy skills by developing a more print-rich environment.

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 viewed all areas accessed by children, including the outdoor environment.
- The inspector observed teaching and learning activities and spoke to children at appropriate times during the inspection.
- The inspector met with the childminder and looked at children's development records, evidence of suitability and qualifications and a range of other policies and procedures.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.
- The inspector carried out a joint observation with the childminder.

Inspector

Donna Green

Full report

Information about the setting

The Little Green Frog Day Care Nursery was registered in 2005 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose built premises in the Otley area of Leeds. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The nursery employs 12 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 or above. There are currently 47 children on roll, who are in the early years age group and attend for a variety of sessions. The provision operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and one week at Christmas. The provision provides funded early education for two-, three- and four-year-old children. It supports 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:

- build on opportunities for younger children to develop their emerging literacy skills, for example, by providing an environment rich in print, both inside and outdoors.

Inspection judgements

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

Staff are welcoming and attentive towards children, who move around freely and are able to access a good range of purposeful and developmentally appropriate activities and resources. Since the last inspection, the staff team have worked tirelessly to introduce continuous provision. As a result, babies and younger children can independently make choices about their play. However, the environment provided for babies and younger children lacks print indoors and outdoors. This means children do not have as many opportunities to see that print has meaning and to make connections between words and objects. Staff have a good knowledge of the Early Years Foundation Stage and are skilful at extending learning and providing opportunities for further development. Systems for assessment and planning have been reviewed and improved to ensure activities and learning experiences fully support children's interests and the next steps in their learning. The nursery ensures the monitoring of children's progress towards the early learning goals is effective. Children benefit from individually planned activities, ensuring those with differing abilities and interests are catered for. Children are making good progress in all areas of learning and are well prepared for their next stage of development and eventually school. Parents have access to development files, which they contribute to, and staff share assessment information with parents on a termly basis.

Children are happy, confident and active in their own learning. Older children enjoy role

play as they make pancakes and talk about size and shape. Children comment 'Look at this one, it's massive' and 'this is a big one and this is a little one'. Staff skilfully interact in such role play, following the child's lead and effectively seizing the opportunity to extend children's knowledge and understanding. For example, when holding the pancake pans they ask which is the deepest, heaviest and the lightest. As a result, children are learning early mathematical concepts of space, weight and measures. Babies enjoy freely playing in the sand, where they dig and scoop the sand with their hands and actively explore. As a result, they are learning about the properties of sand and natural world around them. Younger children independently self-select chunky chalks and enjoy mark making as they play outdoors. Consequently, they are developing early writing skills.

Staff sit with children and engage in conversations with them well. For example, there are discussions about buried treasure in the sand, things that children have been doing at home and the houses children construct with bricks. Consequently, staff promote children's language skills well overall, to extend their thinking, creativity and communication skills. Children are also encouraged to communicate together and friendships are well established. Consequently, behaviour is exceptionally good; children play cooperatively together and are socially confident.

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

The nursery has an effective key-person system in place to help children settle and form secure emotional attachments. As a result, children settle well, form strong emotional bonds with staff and are confident learners. Staff discuss children's routines with parents when the child starts and at regular intervals and staff ensure their wishes are met. Staff support children well and as they progress, they become confident and independent in their daily routines. For example, babies are learning to feed themselves at mealtimes, younger children pour their own drinks with limited support and older children self-serve their meals. Staff share daily information with parents to ensure they are aware of sleep times and food eaten, to keep them informed. Children feel safe and secure at the nursery because staff promote their safety effectively and good systems are in place to ensure the nursery remains secure at all times. Children understand the need to keep safe as they practise the emergency evacuation procedure and discuss why they should wear sun cream. Children are secure and safe in the nursery and feel a sense of belonging. Effective behaviour management systems are in place. Children behave well and form positive caring relationships with each other and staff. For example, as a child goes home, all the other children say goodbye without prompts from staff. They are learning to share and take turns and interact well together. Children get to know what is expected of them and become confident to make choices and decisions.

Children are taught about good hygiene routines and enjoy washing their hands after messy play, before eating and after using the toilet. The nursery provides a good variety of healthy and nutritious meals and snacks, which are all cooked on the premises, and children benefit from the carefully balanced menu offered. Children with special educational needs and/or disabilities are well supported by staff. Children enjoy the outdoor play opportunities; they can climb, run and jump. Children are energetic and

manoeuvre themselves with good levels of capability. Babies and younger children have lots of room for movement. As a result, they are supported and encouraged as they are learning to crawl and walk. Transitions within the nursery are managed well and parents are involved in this process. As a result, children settle well when they move to another room. Good relationships have developed with the local schools to help children have a successful move into school. Staff teach children well as they develop their independence and gain the skills needed to be ready to move on. Children know what is expected of them and are confident to make their own choices and decisions this prepares them for future life and entry to school.

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

Since the last inspection, the management team have implemented weekly room meetings and monthly staff meetings. As a result, staff communication at all levels is very good and effectively supports positive changes within the provision and practice. There is now an effective appraisal system for all staff and they are encouraged to access training to further increase their skills. Effective staff observation, peer observation systems and training programmes are now in place. As a result, the staff team make use of self-evaluation and ongoing training to build upon their good practice and ensure that children continue to benefit from improvements made at the nursery.

The induction procedure for new staff ensures they develop a good awareness of working in the nursery and their role in providing good quality childcare. Staff know their role and responsibilities concerning safeguarding and are aware of the procedures for dealing with any safeguarding concerns. The nursery ensures access to the premises is kept secure and that all staff, children and visitors sign in when inside the nursery. A range of policies and procedures are in place, including a clear safeguarding policy. All staff take responsibility and use vigilance and risk assessments to promote children's health and safety inside the nursery, as well as outside. They provide children with an inclusive environment and the nursery promotes equality and diversity well. Systems for self-evaluation, monitoring and evaluating the nursery's practice are now fully in place to enable the nursery to identify their strengths and any areas to develop. The manager, deputy manager and advisory teacher monitor the staff's planning to ensure the planning of activities in each age group is purposeful and responds to children's interests. Children's opinions are also sought and used to influence the planned activities. Since the last inspection, the management team have worked closely with a private advisory teacher, local authority advisors and visited other settings to continue self-evaluation and make improvements.

The partnership between parents and the nursery is very good. Parents are kept informed about daily routines and staff take the time to talk to parents about their children's day. Parents express confidence in the standard of care, communication and their child's preparation for the future. They feel very welcomed into the nursery and are happy with the progress their children are making. Parents are encouraged to contribute to their children's progress records and become involved in the sharing of children's learning and

development.

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	EY287150
Local authority	Leeds
Inspection number	962775
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	58
Number of children on roll	47
Name of provider	Ruth Joy Johnson
Date of previous inspection	11/12/2013
Telephone number	07947 889524

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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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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