

# Llangrove Leapfrogs

Llangrove C of E Primary School, Llangrove, ROSS-ON-WYE, Herefordshire, HR9 6EZ

<b>Inspection date</b>	09/10/2014
Previous inspection date	22/11/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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 successfully provide a warm, nurturing environment where children form close, secure emotional attachments and rapidly develop their confidence and enthusiasm for learning.
- Children are highly motivated by the wide range of stimulating activities and experiences and the high quality of teaching.
- Children's health and well-being are carefully promoted. Staff's secure knowledge and the well used policies and procedures ensure that children in their care are fully safeguarded.
- Staff work closely with parents to ensure they are involved in the life of the nursery.
- Children are very successfully supported as they move on to the next stage in their learning, ensuring that they make comfortable transfers to school.

### It is not yet outstanding because

- There is room to improve the consistency of children's already good records to make them fully accessible for parents, ensuring they are kept up to date with their child's current progress.
- There are opportunities to strengthen the support for children with special educational needs and/or disabilities, by ensuring the policies and procedures contain the most up-to-date information.

## 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 indoor and outdoor play spaces.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the manager of the nursery.
- The inspector looked at children's assessment records, planning documentation and a selection of policies and procedures.
- The inspector checked the suitability and qualifications of practitioners working with children, the setting's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day.

## Inspector

Judith Harris

## Full report

### Information about the setting

Llangrove Leapfrogs was registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a school classroom in the village of Llangrove, in Ross-on-Wye, and is managed by a parent management committee. The nursery serves the local and wider area and is accessible to all children. It operates from one classroom and there is an enclosed area available for outdoor play. The nursery employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3, including one with Early Years Professional status and Qualified Teacher Status. The nursery opens Monday to Friday during term time and operates an out of school club in the school holidays. Sessions are from 7.45am until 6pm. Children attend for a variety of sessions. There are currently 21 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 children who speak English as an additional language.

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

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

- review children's records to ensure they are consistently accessible for parents, keeping them fully up to date with their child's current progress
- strengthen the support for children with special educational needs and/or disabilities by ensuring the policies and procedures contain the most up-to-date information.

### Inspection judgements

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

The manager and staff team have a secure knowledge and understanding of child development and children's individual learning styles. Staff's consistently high quality teaching effectively supports children to make good progress in all areas of learning. Staff carefully and thoughtfully challenge and extend children's learning through flexible planning. Children benefit from a stimulating learning environment where they are fully engaged in a wide range of activities and experiences. In particular, there is a very good balance of child-led and adult-focused learning. Children take part in a wide range of activities and experiences that allow them time and space to explore, investigate, and discover through their own interests. They move confidently between the indoor and outdoor play space and freely choose from an exciting variety of resources. Staff's enthusiastic support motivates children to play and explore and to be active learners. Communication and language development are well promoted and staff skilfully use their interaction to extend children's range of vocabulary. For example, children explore the

sand pit where they dig in the wet sand and load the trucks. The children use a wide range of language to describe what they are doing. They work together to complete the task and staff carefully support them with lots of praise. Children with English as an additional language are well supported and staff engage with other professionals to further support good language development.

Children's physical development is successfully supported and they have good opportunities to develop their physical skills in the garden. For example, children ride the bikes and use a range of tools with confidence. The children skilfully turn the tap on and off at the water butt and collect water to wash the objects they have discovered in the garden. Staff support the children with praise and encouragement and use their interaction to challenge the children to experiment and investigate. Children's imaginative play is very successfully supported. For example, the children build a pirate ship and make plans for a trip. They collect food from the role-play area for the journey and use the dressing-up clothes to become different characters. At focused activities, staff support children to be creative as they make and decorate their own kites. The children are clearly thrilled at their achievements as they delight in flying their kites in the garden. Children show increasing confidence in mathematics through staff's careful use of mathematical language and concepts at all activities. Children can name shapes and count with skill and confidence. Staff carefully model problem-solving by thinking aloud and encouraging children to work things out for themselves. To extend children's understanding of the natural and wider world they are encouraged to investigate natural materials. For example, children are looking at sycamore seeds and the staff talk to them about how the seeds twist as they float. The staff model the action and the children copy them, thoroughly enjoying the play and inviting other children to join in.

Children play and learn in an exciting enabling environment, where staff make best use of all planned and spontaneous opportunities to extend children's learning through their own interests. The long periods of free-play time allows children to engage in independent play and learning. As the nursery is attached to the school, staff make very good use of all opportunities to join in with school activities. As a result, the children are familiar with the school environment and begin to build positive relationships with the school staff. Consequently, children are able to move on to the next stage of their learning with appropriate skills and confidence.

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

Children are very confident and independent, and their personal, social and emotional development is well supported. Children demonstrate a very strong sense of belonging in this warm, nurturing environment where they thrive and flourish. Staff show a high level of concern for the safety and well-being of the children in their care. Children are supported to learn how to keep themselves and others safe as they move indoors and outdoors, and handle tools and equipment. For example, the children build an obstacle course with the large construction bricks and staff support them to think about how to build safely and to make the construction secure. Children are carefully observed by the staff, who allow them to use good problem solving skills ensuring they feel safe and

secure and are confident to play independently.

The nursery is welcoming, comfortable and very well resourced. Children's personal independence is sensitively supported. For example, children are encouraged to change independently for the dance class supporting them to develop the personal skills they will need as they move on to school. To enhance the development of children's social skills they join in school assembly once a week and eat lunch with the school children in the main hall. Staff are very good role models, who set examples of positive behaviour and help children to have respect for others. The positive approach sensitively supports children to develop good skills for self-control and increases their confidence. As a result, children are self-assured and demonstrate secure social skills.

A stimulating and well-resourced outdoor play area provides creative and inspiring ideas to extend children's learning and promote their curiosity. All play in the garden is freely chosen and supports children to independently follow their own interests. Children are thoroughly absorbed in their play as they explore, experiment and discover through natural materials. Children have access to areas for different types of play and organise their own play as they freely choose tools and equipment to extend and challenge themselves. Play is carefully observed, supported and extended by staff's well-timed interactions. The well-balanced flexible planning supports children's independence, which builds confidence and good self-esteem. These practices successfully support children in as they move on to other early years settings and to school.

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

The nursery manager provides strong leadership for this well-motivated staff team. Staff have a clear understanding of the Early Years Foundation Stage and how children learn and develop. Safeguarding is very well promoted, the manager is the designated safeguarding officer and she has completed comprehensive training and is competent in her responsibility to protect children. All staff have completed safeguarding training and have a secure understanding of the procedures for recording and reporting concerns. Staff supervise children well at all times, and any unvetted persons are monitored very effectively. Regular comprehensive risk assessments are carried out of the indoor and outdoor environments and all toys and equipment. The manager works with staff to identify professional training and development needs. This ensures that practice is continually improved and developed and staff's knowledge and skills are extended. The staff have systems to work with other professionals and parents in the care of children with special educational needs and/or disabilities. However, the current policy and procedure documents do not detail the most up-to-date information. As a result, the staff's ability to meet children's individual needs may be hampered.

The manager is highly committed to driving continuous improvement in the childcare practice. A comprehensive self-evaluation form has been completed and the manager provides ongoing actions plans for development. Staff are enthusiastic, confident and competent in their roles and responsibilities. As a result, children's care and learning needs

are well met. Activities are continually evaluated and the staff team's flexibility ensures that activities are adapted to follow children's interests. The systems to monitor, assess and plan for children's progress are clearly effective. As a result, staff are able to quickly identify and close gaps in children's learning.

The staff team develop strong partnerships with parents which contribute to meeting children's needs. Parents are actively encouraged to share what they know about their children's development through information gathered at the time of admission and being able to add comments to children's individual contact books. The key-person system ensures that parents are kept in touch with children's ongoing development through viewing records and having regular conversations. Parents report that staff show a high level of commitment to supporting children's learning and to working closely with them. However, there are occasions when the professional language is used in the summary records which makes them less accessible for parents. As a result, parents are not always kept fully up to date with their child's current progress.

### **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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY383254
<b>Local authority</b>	Herefordshire
<b>Inspection number</b>	858815
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	18
<b>Number of children on roll</b>	21
<b>Name of provider</b>	Llangrove Pre School Playgroup Committee
<b>Date of previous inspection</b>	22/11/2010
<b>Telephone number</b>	0791 9901126

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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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