

# Leapfrog Nursery School

Methodist Church in the Orchard, Old Park Ridings, Grange Park, London, N21 2EU

<b>Inspection date</b>	02/12/2014
Previous inspection date	11/06/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision requires improvement

- Partnership with parents works well because there are sound systems in place for daily communications.
- Support for children with special educational needs and/or disabilities helps them to make consistent progress.
- Staff use observations and assessments well to plan for what children need to learn next. Consequently, children are prepared for their move to school.

### It is not yet good because

- Staff do not manage behaviour consistently well to support children's well-being.
- Staff members do not fully support children's learning and development, particularly their communication and language skills, through good quality teaching.
- Staff do not always support children at meal times to extend their social skills.

## 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 toured the nursery at the start of the inspection.
- The inspector observed the staff and children during activities and carried out a joint observation with the manager.
- The inspector spoke to a small number of parents to gather their views about the nursery.
- The inspector spoke to staff and children during the inspection.
- The inspector sampled a range of documentation, including evidence of staff's suitability, child record forms and learning records.

## Inspector

Barbara Morgan

## Full report

### Information about the setting

Leapfrog Nursery School registered in 1998. It is one of three nurseries owned and managed by the same provider. The nursery school operates from two main rooms within the Methodist Church in the Orchard in Old Park Ridings, Grange Park in the London Borough of Enfield. There are two small areas for outside play. The nursery is open each weekday from 8am to 4.30pm during the school term and sessions are varied. The nursery also operates an out-of-school club during some of the school holidays. There are currently 75 children on roll in the early years age range. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery supports children with special educational needs and/or disabilities and also supports children who learn English as an additional language. The nursery employs 12 members of staff, of whom 11 hold first-aid certificates. Five members of staff hold a National Vocational Qualification (NVQ) at level 3, four members of staff hold qualifications at level 2 and three members of staff are unqualified. The nursery is in receipt of funding to provide free early education for two- and three-year-olds.

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

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure procedures for managing unwanted behaviour are effective and implemented consistently by all staff
- ensure children are provided with good levels of teaching support to develop their communication and language skills, and to enable them to become more active learners.

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

- extend opportunities for children to develop their social skills at snack and meal times.

### Inspection judgements

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

Staff members ensure that both rooms within the nursery environment are welcoming for children and parents. Children are happy to come to the nursery and the staff provide them with a suitable range of play equipment. This enables children to make some choices for themselves as they learn through play. For example, in both the large and small

rooms, the children have role play and messy play activities, apparatus for physical play, and a well-stocked book corner. There are low-level chairs and tables to enable children to access their activities with ease. The outside areas are both small, but there is a well-stocked range of resources to support children's play and foster their curiosity. At the inspection, children had fun engaging in imaginative make-believe play together, expressing their ideas and experiences. In the home corner, which was set up as a hairdressing salon, one girl said to a boy, 'You do my hair'. She handed him the bottle of shampoo, smiled and sat on a chair in front of him. He pretended to wash her hair while another boy came over holding a shower head and started to rinse her hair.

However, the quality of teaching is not good and children do not always engage purposefully in their play. For example, during the inspection, children throughout the morning session in the large room were observed walking around on their own for some time, without any purposeful engagement with an adult. As a result, children did not extend their communication and language skills through play. In addition, the children's initial interest in the resources and activities were not stimulated enough by staff in order to sustain their attention. For example, staff planned a flour activity in response to a child who had asked for it to be put out the following day. However, the child played with it for only a few minutes before moving away. Staff did not engage the child through good teaching techniques and did not add additional resources to further capture the child's attention and to encourage them to be a more active learner. Some staff appropriately applied their knowledge and understanding of how to promote the learning and development of young children. However, this was not consistently applied among all staff members, which means the quality of teaching is variable.

Staff members implement suitable systems to observe, plan and monitor children's learning. They make detailed observations of children, and key persons use this information to identify children's interests and to monitor their progress. Records show that children are making adequate progress in all areas of learning in preparation for school. Staff share children's learning records with parents, including the required progress check for two-year-old children. This helps parents to remain informed about their child's learning and development.

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

The nursery receives information from parents when children start to help the staff meet each child's specific needs. Staff invite the parents and children to attend a number of settling-in visits, including home visits if requested, so each child feels happy and settled in the nursery. Key persons work well to settle children and ensure that each child's care routines and needs are consistently met and effective. For example, when two children were being prepared for their move from the small hall to the large hall, a member of staff stayed with them on the large singing mat during registration. This helped to reassure the children and helped them to feel comfortable in their new learning environment.

Staff members help children to develop some positive attitudes and social skills. They provide them with messages, such as no running indoors, and remind them to take turns,

share and help others. However, throughout the inspection, children did not always all behave appropriately or respond to staff's requests to help them to keep safe. At times, staff did not manage particular behaviour incidents completely appropriately. As a result, some children continued to run around the nursery, putting themselves and others at risk of an accident.

Children are developing a suitable understanding of the importance of exercise, diet and personal hygiene to support their well-being. Staff encourage children to chew their food properly during snack and lunch time to avoid risks of choking. At morning snack, staff provided the children with a variety of fresh fruit and offered them milk or water to drink. However, staff and children did not sit together during snack to enhance the social experience for children and support them to develop skills needed at school.

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

The management team and staff have a sound knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. They have a clear knowledge of the correct procedures to follow if they have a concern that a child is at risk, and of their responsibilities to safeguard children's welfare.

The management team implements secure vetting procedures to help to ensure that staff members are suitable to work with children. They have an appropriate procedure in place for inducting new staff members and conduct supervision meetings to make sure staff fulfil their roles and responsibilities appropriately. The management team offers staff in-house training to help them to develop their professional skills and knowledge to drive improvement in the staff's practice. They carry out regular checks on the ongoing suitability of staff by asking them to sign a suitability form annually. In addition, staff members implement daily checks, risk assessments and policies and procedures to help protect children and maintain acceptable standards of safety in the nursery.

The nursery demonstrates a positive attitude towards driving improvement. They work in partnership with external advisors to identify areas where they can enhance their practice. They have recently implemented the use of electronic devices to record observations of children and to track their progress, which is proving beneficial to the staff. The staff implement the educational programmes to an adequate level to support children's learning and development. However, the quality of teaching overall requires improvement so that children enjoy more challenge. In addition, staff do not always extend the children's communication and language skills or help the children become more active learners in preparation for school.

The management team establishes suitable partnerships with parents and professionals and provides clear information about all aspects of the nursery provision. Staff members keep parents informed through face-to-face communications, their website, communication books, newsletters, and through their display boards. Parents are encouraged to be partners by adding their views about the nursery through questionnaires

and the self-evaluation form. They are also encouraged to add comments to their children's learning journey books and where necessary, the nursery offer home visits for children and families who they feel may need further support or whose child has identified needs.

### **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>	135312
<b>Local authority</b>	Enfield
<b>Inspection number</b>	841116
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	127
<b>Number of children on roll</b>	75
<b>Name of provider</b>	Lesley Vincent
<b>Date of previous inspection</b>	11/06/2010
<b>Telephone number</b>	0208 3600022

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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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