

# Leapfrogs Pre-School

Great Hornead C of E School, Great Hornead, Buntingford, Hertfordshire, SG9 0NR



## Inspection date

Previous inspection date

1 April 2015

4 December 2008

| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|--|-------------------------|-------------|----------|
|  | Previous inspection:    | Good        | 2        |
| How well the early years provision meets the needs of the range of children who attend |                         | Good        | 2        |
| The contribution of the early years provision to the well-being of children            |                         | Outstanding | 1        |
| The effectiveness of the leadership and management of the early years provision        |                         | Good        | 2        |
| The setting <b>meets legal requirements for early years settings</b>                   |                         |             |          |

## Summary of key findings for parents

### This provision is good

- Children have developed excellent relationships with their peers. For example, staff encourage older children to support those who are new as they become familiar with the pre-school's routines. A well-established key-person system actively contributes to children's increased levels of confidence as they willingly take on further responsibility.
- Staff demonstrate a secure understanding of the learning and development requirements, and develop effective partnerships with parents. They welcome their contributions to children's learning in the form of 'wow' moments and regular meetings. Parents express how much they enjoy viewing the readily available learning journals and can clearly see the progress that their children make.
- Children practise their literacy skills as they label their work and write on the board. They listen to staff and make predictions during group time as they count the number of adults and children. Furthermore, children share a 'moving on book' and staff utilise their links with the school as they take children to visit. These activities prepare them well for the next stage in their learning.
- Safeguarding is robust and central to everything staff do. For example, they conduct detailed risk assessments on all the areas children use and for individual children who display additional needs. Furthermore, all alarmed entrances remain secure and staff are confident in their responsibilities to protect children's welfare.

### It is not yet outstanding because:

- On occasion, staff step in too readily and redirect children's play without allowing them sufficient time to determine and enjoy their own chosen games.
- The new system for peer observations has not yet been fully embedded or evaluated to maintain and enhance the good quality of teaching.

## What the setting needs to do to improve further

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

- maximise children's opportunities to direct their own play by, for example, encouraging staff to contain their eagerness and fully consider timely moments to extend children's learning
- consolidate the new formal system of peer observations to involve all staff and evaluate these in order to maintain and enhance the good quality of teaching.

### Inspection activities

- The inspector observed children's activities in the main room, outside and the snack and lunch time routines. She talked to children at appropriate times during the inspection.
- The inspector carried out a joint observation with the manager and held discussions with the manager and some other members of staff.
- The inspector sampled the pre-school's documentation including a self-evaluation, policies, children's learning journals and staff development files.
- The inspector took account of the views of parents through discussions on the day and in the form of recently completed questionnaires.
- The inspector saw evidence of the qualifications and suitability of all persons working on the premises and other documentation in relation to the safeguarding and welfare requirements.

### Inspector

Rachel Pepper

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff demonstrate good quality teaching as they maintain children's engagement during planned activities. For example, children refer to hand-drawn visual instructions as they use scales to weigh their ingredients. They explore the different textures staff provide, such as syrup and cereal and express their creativity as they decorate their Easter cakes. Children flourish in the well-organised room as they role play with their friends and dress as their favourite characters. Outside, children develop their balance as they use a selection of containers to transport water. They eagerly pedal bikes up and down the different levels of ground. However, on occasion, staff appear overly keen as they join in to extend children's play. This results in occasional interruptions to the direction of children's chosen games. Staff clearly know children well. This enables them to complete accurate assessments and devise challenging, yet achievable next steps for learning. These are consistently followed through to support children's good progress.

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

Children are extremely confident, self-assured and make excellent progress in developing their social skills. They show high levels of control during activities as staff teach them how their actions may hurt others. Targeted activities and clear, concise explanations of expected behaviour help children to manage and express their feelings in a focused way. Staff teach children how to keep themselves safe as they challenge them to consider dangers in their environment. Levels of independence are exceptional as staff encourage children to persevere and achieve in everything they do. Children enjoy regular access to the outdoors and engage in a wide range of physical activity. In addition, they manage their own personal needs. For example, they choose when they wish to eat from the available nutritious snacks on offer. This contributes to their excellent health.

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

The experienced and enthusiastic manager has successfully addressed both of the previous recommendations. She now includes the views of parents, staff and children in her self-evaluation process. In addition, her action plans include further development to enhance the outdoor area, supporting continuous improvement. The manager monitors the learning and development requirements through regular audits of children's progress. She encourages staff to focus on particular aspects of learning and identifies the activity preferences for groups of children. This has recently resulted in making adaptations to the room layout to embrace children's preference for craft activities. Staff feel valued and benefit from regular supervision to identify their specific training needs to improve the good quality of provision. As a result of recent training, staff sensitively offer the correct pronunciation of words to support children's developing vocabulary and those with identified speech delay. However, the new format for peer observations has not yet been fully implemented. Therefore, the manager is unable to evaluate these to identify ways of enhancing the levels of teaching even further.

## Setting details

|                                    |                                |
|------------------------------------|--------------------------------|
| <b>Unique reference number</b>     | EY366691                       |
| <b>Local authority</b>             | Hertfordshire                  |
| <b>Inspection number</b>           | 857802                         |
| <b>Type of provision</b>           | Full-time provision            |
| <b>Registration category</b>       | Childcare - Non-Domestic       |
| <b>Age range of children</b>       | 2 - 8                          |
| <b>Total number of places</b>      | 16                             |
| <b>Number of children on roll</b>  | 26                             |
| <b>Name of provider</b>            | Leapfrogs Pre School Committee |
| <b>Date of previous inspection</b> | 4 December 2008                |
| <b>Telephone number</b>            | 01763 289 942                  |

Leapfrogs Pre-School was registered in 2008 and is run by a voluntary committee. It is situated in the grounds of Hornead primary school. The pre-school employs 6 full time members of childcare staff. All of whom hold an appropriate early years qualification at level 3 or above. The pre-school opens from Monday to Friday, term time only. Sessions are from 9am until 12pm, 12pm until 3pm or from 9am until 3pm. The pre-school also offers the facility of a breakfast club from 8am until 8.30am, an early birds club from 8.30 until 9am and an after-school club from 3pm until 4.15pm. The pre-school supports children with special educational needs and/or disabilities and provides funded early education for two-, three- and four-year-old children.

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