

# Leapfrog Nursery School

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



<b>Inspection date</b>	19 November 2015
Previous inspection date	2 December 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Leaders and managers inspire staff to work well as a team. The team embraces the nursery's vision to provide children with exciting opportunities so they learn as they play and make good progress.
- Adults get to know their key children extremely well. They find out what children know and can do already during home visits. They use this information to plan a range of activities that build on children's interests well. As a result, children settle quickly and feel safe and secure.
- Adults model and use language well for the younger children as they play. They provide explanations and talk about what children are doing to support their developing communication skills. Adults introduce a visual timetable for some children to help them to feel reassured about what happens next.
- Parents say they feel fully involved in their children's learning. They help children to find their names, encourage them to hang up their coats and place their lunch boxes away when they arrive at nursery. They value being involved in assessing when their children are ready to move on to the next room.

### It is not yet outstanding because:

- Leaders and managers are at an early stage of implementing a tracking system to help them gain a precise overview of the progress of different groups of children.
- Adults do not always know when to intervene, and when not to interrupt learning which on occasions changes the direction of children's play.

## What the setting needs to do to improve further

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

- embed the tracking system to help leaders and managers get a precise and more specific overview of the progress of different groups of children
- continue to help staff improve their teaching so they know when to intervene and extend children's learning and know when to stand back and allow children to direct their own play.

### Inspection activities

- The inspector observed activities across the nursery and in the outdoor areas.
- The inspector spoke with staff and children at appropriate times during the day and held a meeting with the two managers.
- The inspector carried out a joint observation with one of the nursery managers.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, evidence of suitability of staff and a range of other documentation, including policies and procedures.

### Inspector

Wendy Ratcliff HMI

## Inspection findings

### Effectiveness of the leadership and management is good

Leaders and managers have taken proactive steps to drive improvement since the last inspection. They know what works well and seek the views of others to identify continual improvement. Leaders and managers have introduced an improved system to help adults observe and assess accurately where children are at in their learning and identify precisely what needs to happen next. They work alongside adults to observe practice and provide good examples of effective teaching. This helps adults recognise how to continually improve. Safeguarding is effective. A comprehensive range of policies and procedures are in place to ensure the safe running of the nursery. Adults understand what to do if they have a concern about a child. They check the environment is safe and talk to children about keeping themselves safe. For example, as a younger child builds with the big wooden blocks he is helped to understand how to stay safe when he wants to climb and step up to the tower he has made.

### Quality of teaching, learning and assessment is good

Children have good opportunities to practice the skills they need for writing. They create their designs on long strips of paper on the floor. Outside, they use large chalks to practise the letters in their name. Children use their imaginations well. They work together to make an aeroplane using the large blocks and a wooden box. They recall their own experiences to decide the destination of the flight. When extra seats are needed so more friends can join in, they take care to move the blocks safely so they do not hit each other. Outside, younger children are fascinated by their environment. Adults help them predict what will happen when they drop different natural objects into the water. Older children bury conkers in the sand and challenge their friends to find them. On occasions, adults intervene in children's games and this takes their play and learning in a different direction.

### Personal development, behaviour and welfare are good

Children share their special folders and talk about their achievements enthusiastically. They talk about their family and people who are special to them. 'Spotty the dog' goes home with children each week and they are excited to share his adventures with their friends. Children behave well because staff set high expectations. Adults provide children with gentle reminders about behaviour as they play. For example, younger children are helped to share the pencils with others so everyone can have a turn. Adults provide a warning when it is time to tidy up so children know their play will come to an end and everyone gets involved.

### Outcomes for children are good

Children gain the skills they need to be ready for the move between rooms and on to other settings. Those with additional needs are supported well. Adults work closely with parents and other professionals to make sure children get the right support to make progress in their learning. Leaders and managers are implementing a tracking system to help them gain a precise overview of the progress of different groups of children so they can identify more specifically any gaps in learning or staff knowledge so teaching is of a consistently high standard and children make the best progress possible.

## Setting details

<b>Unique reference number</b>	135312
<b>Local authority</b>	Enfield
<b>Inspection number</b>	1017523
<b>Type of provision</b>	Full-time provision
<b>Day care type</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>	54
<b>Name of provider</b>	Lesley Vincent
<b>Date of previous inspection</b>	2 December 2014
<b>Telephone number</b>	0208 3600022

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 in Grange Park. There are two small areas for outside play. The nursery is open each weekday from 8am to 4.30pm during the school term. The nursery operates an out-of-school club during some of the school holidays. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery supports disabled children and those with special educational needs and also supports children who speak English as an additional language. The nursery employs 11 members of staff, of whom eight hold relevant early years qualifications. The nursery is in receipt of funding to provide free early education for children aged two and three years.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

