

Leapfrog Nursery School

The Kiln, St. Georges Road, Badshot Lea, Farnham, Surrey, GU9 9LX



Inspection date

26 February 2016

Previous inspection date

9 March 2015

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

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The manager's evaluation of staff practice and performance does not identify inconsistencies in the quality of teaching. Staff do not receive good support to develop their teaching skills effectively and improve outcomes for children.
- Staff make observations of children's play but do not use these to accurately assess children's progress and plan appropriately challenging activities to extend children's learning. The quality of staff interactions with children varies. Children do not receive consistently good support to help them make good progress in their learning.
- Staff keep a list of the names of children who attend each day, but they do not record children's hours of attendance. This means that the times of children who arrive late are not accurately documented. This is a breach of the requirements of the Early Years Foundation Stage and Childcare Register.
- Self-evaluation is not used effectively to identify and target key areas for improvement.

It has the following strengths

- Staff implement a suitable key-person system, which helps to meet children's individual care needs.
- Staff encourage children to have a go at tackling new challenges safely. For example, they support children to balance and walk along logs.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage and the Childcare Register the provider must:

	Due Date
<ul style="list-style-type: none"> ■ implement robust systems for monitoring the effectiveness of teaching and the educational programmes, to ensure that any variations in children's progress are swiftly identified and acted upon so that all groups of children make good progress from their individual starting points 	28/04/2016
<ul style="list-style-type: none"> ■ improve the quality of teaching by providing staff with support, coaching and training to help them make good use of assessments to identify children's development and any gaps in their learning, and to plan challenging activities and experiences to improve outcomes for children 	28/04/2016
<ul style="list-style-type: none"> ■ ensure the daily record of attendance contains the names of the children being cared for on the premises and their actual hours of attendance. 	28/04/2016

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

- make effective use of self-evaluation to focus more precisely on identifying key aspects of the provision that need improvement and take timely action to address these.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact on children's learning.
- The inspector completed a joint observation with the manager and looked at samples of children's assessments and records, and a range of other documentation.
- The inspector held a meeting with the chairperson and manager, and spoke with staff.
- The inspector spoke to a selection of parents, carers and children during the inspection, and took account of their views.

Inspector
Melissa Cox

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Staff have a suitable understanding of child protection issues and know how to report any concerns about a child's welfare. Effective procedures are followed for the recruitment and induction of staff and committee members. However, not all records required for the safe management of the provision are effectively maintained. Training is not always used to good effect. Staff who attended communication workshops failed to implement new strategies to support children with language delay. Since the last inspection, some improvement has been made to the outdoor play environment. However, there are still areas of weakness that have not been tackled sufficiently, such as staff performance and monitoring of their practice.

Quality of teaching, learning and assessment requires improvement

Staff do not always give children the attention they need. Planning is not always targeted at supporting children to make good progress. Activities are sometimes poorly planned and learning opportunities are missed; for example, during a birthday game, staff forgot to put out pens for children to write the invitations, so they missed an opportunity to encourage children to write for a purpose. Staff introduce mathematical concepts during activities and daily routines. Children develop their early reading skills. For example, children learn what signs and labels mean, and they keenly look for their name cards on arrival. Parents speak well of the friendly and approachable staff, who regularly share information with them.

Personal development, behaviour and welfare require improvement

Staff are warm and caring. They provide a welcoming environment and offer a varied range of activities. They encourage children to serve themselves fruit and pour their own drinks, to build their independence before moving on to school. However, children do not learn to look after toys or belongings; for example, they do not actively help to tidy away resources and often discard their coats on the floor, relying on staff to hang them up. Children access the garden during parts of each session. This gives them adequate chances to enjoy exercise and fresh air. Behaviour is generally managed well. Staff encourage children to take turns and share resources.

Outcomes for children require improvement

Children do not make good progress in their learning from their individual starting points. Some children do not receive the intensive support they need to catch up. Older or more able groups of children are occupied in their play but are not routinely challenged by the activities on offer. Overall, children only gain basic skills in readiness for their next stage in learning.

Setting details

Unique reference number	120090
Local authority	Surrey
Inspection number	1009294
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 5
Total number of places	26
Number of children on roll	63
Name of provider	Leapfrogs Nursery School Committee
Date of previous inspection	9 March 2015
Telephone number	01252 781098

Leapfrog Nursery School opened in 1985. It is located in a converted kiln on the outskirts of the rural village of Badshot Lea, Surrey. The nursery receives funding for the provision of free early education to children aged three and four years. It is open during school term time only. Sessions operate from 9am until 2.45pm on Monday and Wednesday, which includes a morning and an afternoon session with the option of lunch club. On Tuesday and Thursday, the nursery operates sessions from 9am until 11.30am for two-year-olds only, and then an afternoon session from 11.30am until 2.30pm. On Friday, a session runs for the morning only for children aged three and four years. There are six members of staff; all staff hold appropriate early years qualifications at level 2, level 3 or level 4.

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