

Speckled Frogs Pre-School Ltd

The Village Hall, Beckingham, Doncaster, South Yorkshire, DN10 4QN



Inspection date	10 October 2016
Previous inspection date	18 January 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- There are very good relationships between staff and children in the very happy and welcoming environment. Children's health and well-being are given high priority and they learn to make healthy lifestyle choices. Children are active outdoors each day and are taught to keep themselves safe in a range of situations.
- Partnerships with parents are very good. Parents are informed regularly about their children's achievements and receive good guidance to support their child's learning at home. Parents speak highly of the staff team and comment that they value the care and support their children receive.
- Managers and staff are excellent role models. They teach children to be tolerant and how to treat others with kindness and respect. Children develop very good manners and understand the importance of sharing with their friends.
- The management is committed to the development of the playgroup and uses self-evaluation well to help identify and address weaknesses. This helps to promote good learning outcomes for children.

It is not yet outstanding because:

- Staff do not always give full consideration as to how they can best support the learning of children who prefer to be outdoors.
- Staff do not involve parents sufficiently in the assessments of the starting points for children's learning. They do not ask parents enough about what their children already know and can do, in order to quickly establish what they need to learn next.

What the setting needs to do to improve further

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

- enrich the opportunities for children who like to play outdoors to learn in their preferred environment
- involve parents more fully in sharing information about what children already know and can do when they first join the setting in order to even more quickly and accurately assess the starting points for children's learning.

Inspection activities

- The inspector looked at the premises and the resources available to children.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector sampled a range of documentation, including attendance records, staff suitability checks, the self-assessment information, children's observation, assessment and planning records and documentation linked to managing children's progress.
- The inspector held discussions with the manager and spoke with children and staff at appropriate times throughout the inspection.
- The inspector conducted a joint observation with the manager.
- The inspector took into account the views of parents spoken to on the day of the inspection.

Inspector

Jane Rushby

Inspection findings

Effectiveness of the leadership and management is good

Staff assess and minimise risks to children successfully. Arrangements for safeguarding are effective. Staff are knowledgeable about the procedures to follow should they have any concerns about a child's welfare. Recruitment procedures are robust, with effective processes to help staff understand their roles and responsibilities. The manager supports staff well so that they develop their skills further. For instance, they attend training and take part in regular staff meetings. Well-qualified staff are highly motivated, enthusiastic and dedicated to helping to maintain the high standards of teaching. They establish good links with other settings that children attend. Shared information provides continuity in children's care and learning.

Quality of teaching, learning and assessment is good

Children thoroughly enjoy playing with a wide range of stimulating toys. Strong relationships help them actively seek out friends and staff to share in their play. As a result, children are exceptionally confident, happy and secure. Staff make observations of children's learning and plan activities that interest them so that they move forward in their learning. Any potential gaps in learning are identified and addressed. Children are encouraged to make their own choices and this helps motivate them to learn. They have fun using their imaginative skills when pretending to be crabs. Children enjoy feeling the sand beneath their feet as they take their shoes and socks off and explore the texture. Children use good concentration skills as they persevere in completing challenging puzzles. Staff provide a broad range of activities that promotes children's language skills. Children listen well at group times and enjoy singing songs together. Staff introduce mathematical learning throughout the day.

Personal development, behaviour and welfare are outstanding

The playgroup has an exceptionally strong and caring ethos that puts the child at the centre of everything they do. There is an excellent level of adult attention and warm interaction. This supports children to be secure and happy and promotes their growing independence very well. Staff teach children about good hygiene and to manage their own personal needs. Nutritious foods are offered during mealtimes and snack times and this complements the excellent range of first-hand experiences children take part in, such as growing fruit and vegetables. Children behave exceptionally well. They very quickly become familiar with the consistent expectations for behaviour, learning to share and take turns. Children are frequently praised so that they gain confidence and good self-esteem. Parents are full of praise for the dedicated staff team.

Outcomes for children are good

All children are making good progress. They are eager and enthusiastic learners who make friends quickly. Children organise and negotiate as they play and interact well with each other. They confidently develop their pre-writing skills, for example, by writing their names and using chalks in the outdoor learning environment. Children quickly develop the key skills they need for their eventual move to school.

Setting details

Unique reference number	253082
Local authority	Nottinghamshire
Inspection number	1063825
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	25
Number of children on roll	11
Name of registered person	Speckled Frogs Preschool
Registered person unique reference number	RP908059
Date of previous inspection	18 January 2013
Telephone number	01427 848922

Speckled Frogs Pre-School Ltd was registered in 1993. The pre-school employs four members of childcare staff, three of whom hold an early years qualification at level 3. Opening times are Monday to Friday, during term time and some school holidays. Session times are from 8.45am until 11.45am, with a lunch club available until 12.45pm. The pre-school provides funded early education for two- and three-year-old children.

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at 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.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016

