

St Mary's Leapfrog

St. Marys C of E Nursery & Infant School, Princes Road, Windermere, Cumbria, LA23 2DD



Inspection date

Previous inspection date

21 October 2016

14 May 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		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The management team is highly qualified and has an excellent working relationship with the knowledgeable and supportive management committee. Staff share their vision and together they focus on providing the best possible standards of care and education for all children.
- Children's progress is carefully monitored to highlight and close any gaps in their development and attainment. Additional support needs are promptly identified. This helps to ensure that all children progress well from their starting points.
- Children are extremely happy and very well settled. Staff celebrate and value children's individuality and get to know their unique characters. This helps to ensure that children feel valued and their emotional well-being is effectively nurtured.
- Staff work closely with parents to support children's learning and development. Parents share information about children's achievements at home, which are built on. They regularly borrow resources, such as books, to support children's learning at home.
- Partnership working with schools and other professionals are very strong and highly effective. Information about children's care and learning is shared in great detail between partner providers. This ensures children are well supported as they move on from, and between, learning environments.

It is not yet outstanding because:

- Although staff are highly reflective and committed to continually improving, self-evaluation is not yet closely focused on assessing the impact of practice on outcomes for children.
- Occasionally, during adult-led group activities, staff do not fully explain to children what they are going to do before starting a task.

What the setting needs to do to improve further

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

- strengthen good self-evaluation systems further and ensure that changes to practice have the maximum impact on improving outcomes for children
- enhance adult-led activities and provide children with a clear explanation of group tasks in order to extend their learning even further.

Inspection activities

- The inspector viewed the areas of the building used by the setting.
- The inspector completed a joint observation with the manager.
- the inspector observed children playing and assessed the quality of teaching and learning.
- The inspector spoke to committee members, the management team, staff, parents and children during the inspection.
- The inspector viewed a range of documentation, including children's records, health and safety policies and procedures, self-evaluation records, development plans, training records and suitability checks.

Inspector

Julia Matthew

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The management team has clear procedures in place to safeguard children. They ensure that all staff remain alert and act quickly if they have concerns about a child's welfare or development. Staff are well qualified and continually access professional development to improve their knowledge even further. For example, a recent maths course has prompted an audit of the setting in order to further enhance already good maths provision. Staff have regular supervision meetings with the manager and team meetings are used to focus and hone practice. The management team works closely with the committee and develops plans which support sustained improvements to the setting. The views of staff, parents and children are actively sought to ensure plans reflect the needs of all families.

Quality of teaching, learning and assessment is good

Well-qualified staff plan a vibrant and engaging learning environment, which ignites the senses and inspires children to explore and investigate their surroundings. Children enthusiastically sort a range of seasonal vegetables, talking about size, shape, colour, weight and position. They are extremely well supported to develop and expand their growing vocabularies. Excellent questioning helps children to develop strong thinking skills and problem solve. Staff use their observations to make accurate assessments. They play alongside children and ensure that they are able to achieve what they need to learn next. Children's interests are well promoted and this means they remain engaged and focused on what they are doing for long periods. Children, who speak English as an additional language are very well supported. High-quality resources promote their home languages.

Personal development, behaviour and welfare are good

Staff gather detailed information from parents to help children feel welcome in the setting. As they settle, children build positive, affectionate and trusting relationships with the staff who care for them. They develop life skills and independence through daily routines and planned activities. Children concentrate with great intensity as they carefully handle knives and cut apples and pears for a fruit crumble. Staff use praise and encourage children to persevere when faced with challenges. This helps children develop resilience and, as a result, they really appreciate their achievements. Children learn about healthy living and the benefits of a nutritious, balanced diet. Staff talk to children about the importance of food, hygiene and exercise. They regularly access the enticing outdoor areas, where they can take closely supervised risks as they play. Staff help children to develop an awareness of dangers around them, assess risks for themselves and stay safe.

Outcomes for children are good

All children make at least good progress across all areas of learning. Those who start in the setting with below expected attainment make rapid progress. Children are enthusiastic learners who are happy to try new experiences and activities. They learn to manage their own care needs and enjoy the responsibility of real tasks. Children acquire the key skills they need to be ready to move on to school with confidence.

Setting details

Unique reference number	EY265743
Local authority	Cumbria
Inspection number	1064456
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 8
Total number of places	24
Number of children on roll	75
Name of registered person	St Mary's Leapfrog Limited
Registered person unique reference number	RP901893
Date of previous inspection	14 May 2013
Telephone number	01539 443622

St Mary's Leapfrog was registered in 2003. It is managed by a committee and is situated within St Mary's and St Martin's Primary School in Windermere, Cumbria. The setting employs seven members of childcare staff. Of these, one has an appropriate early years qualification at degree level, two at foundation degree level, two at level 3 and one at level 2. The seventh member of staff is currently working towards a level 2 qualification. The setting opens Monday to Friday, during term time only. Sessions are from 9am until 5.30pm. The setting provides funded early education for two-year-olds and supports children who speak English as an additional language.

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