

Leapfrog Nursery School

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



Inspection date	6 February 2017
Previous inspection date	26 February 2016

The quality and standards of the early years provision	This inspection:	Good	2
	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 have made significant developments to practice since the last inspection and have addressed the actions raised. In particular, the manager is effective in supporting opportunities for staff to build on their skills. They continue to source training and extend their professional development to improve outcomes for children.
- Children settle very quickly into the nursery and develop close attachments to staff. They are happy and demonstrate that they feel safe and secure.
- Children make good progress and are well prepared for their move on to school. They enjoy a range of activities and games that extends their mathematical skills well. For example, they confidently count the correct number of dots to match each number.
- Staff have a secure understanding of how to safeguard children. They implement secure working practices to support children's health, safety and well-being.
- Leaders and staff effectively use evaluation to review practice and set targets for improvement, particularly to identify children's development and any gaps in their learning.

It is not yet outstanding because:

- Staff do not seek precise information from parents about what children already know and can do in order to help them to swiftly identify their starting points in learning.
- Staff do not make the best opportunities to share detailed information about children's learning and development with all settings that they regularly attend.

What the setting needs to do to improve further

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

- gather more precise information from parents when children first start, so that children's prior achievements can be considered fully when assessing their starting point and inform future planning
- strengthen the way that information about children's learning is shared with other settings that they attend to make those partnerships even more effective.

Inspection activities

- The inspector observed activities in the main room and the garden.
- The inspector carried out a joint observation with the manager, and checked evidence of suitability and qualifications of staff working with children.
- The inspector sampled relevant documentation, including children's learning records, planning, and some of the setting's policies and children's records.
- The inspector held meetings with the manager and the chairperson of the committee, and spoke with staff at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to during the inspection.

Inspector

Anneliese Fox-Jones

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a good understanding about the signs and indicators that may raise a concern about the safety and welfare of a child in their care. They continue to update their knowledge of changes in safeguarding matters. The use of rigorous recruitment and selection procedures ensures that staff are suitable for their role. Policies, procedures, attendance records and risk assessments are effectively implemented into the practice. Leaders have recently begun to evaluate staff's ongoing performance. For example, they make regular observations and hold staff reviews to support good teaching practice. Partnerships with parents are well established. They are regularly informed about their children's progress and achievements.

Quality of teaching, learning and assessment is good

Staff monitor children's development through regular observations and assessments of their progress. They use this to help them plan individual challenges that build on children's levels of ability. Staff interact well with children and support their communication skills effectively. For example, they talk to children as they play, offering new words to extend their vocabulary. Children confidently contribute their ideas during pretend play and build storylines. They eagerly play musical instruments and enjoy exploring and listening to the different sounds these make. Children are provided with daily opportunities for exercise. They have fun playing outside, joining in with ball games and using the range of wheeled toys and digging equipment in the sand and the mud.

Personal development, behaviour and welfare are good

Staff use the key-person system successfully and sensitively to support young children's needs and feelings. Children make special friendships and enjoy playing games and spending time together. Children are confident, capable and developing good independence skills. For instance, staff encourage children to put on their own coats and make many decisions about their learning. Children's good health is effectively supported. For example, they enjoy healthy snacks and learn about good hygiene routines. Children behave well and show care and consideration to each other. For example, older children share toys well with the use of a timer and patiently wait for their turn on the camera.

Outcomes for children are good

Children are becoming eager learners as they enjoy participating in the range of activities. They enthusiastically cut their apple and pour their drinks as they develop their independence skills. Children develop physical skills well. For example, they learn how to thread, cut paper and operate tweezers, using them to collect objects. Older children show good physical skills as they learn how to develop greater control over their movements.

Setting details

Unique reference number	120090
Local authority	Surrey
Inspection number	1081841
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 - 4
Total number of places	26
Number of children on roll	53
Name of registered person	Leapfrogs Nursery School Committee
Registered person unique reference number	RP518136
Date of previous inspection	26 February 2016
Telephone number	01252 781098

Leapfrog Nursery School registered in 1985. It is located in 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 a lunch club. On Tuesday and Thursday, the nursery operates from 9am until 11.30am for children aged two years, and then an afternoon from 11.30am until 2.30pm. On Friday, a session runs in the morning for children aged three and four years. There are six members of staff, all of whom hold appropriate early years qualifications at level 2, level 3 or level 4.

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