

# Leapfrogs Pre-Sch Trust

St Peters Church Hall, St Peters Road, Chellaston, Derby, Derbyshire, DE73 1UU



## Inspection date

Previous inspection date

28 March 2017

14 May 2014

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the leadership and management	Inadequate		4
Quality of teaching, learning and assessment	Good		2
Personal development, behaviour and welfare	Inadequate		4
Outcomes for children	Good		2

## Summary of key findings for parents

### This provision is inadequate

- The nominated person has not notified Ofsted of changes to the management committee. This means that Ofsted has not been provided with the information needed to carry out all the required suitability checks.
- Staff do not consistently promote and extend opportunities to develop children's early writing skills during play.
- Staff do not provide extra challenges that enthuse children to investigate even more. Teaching does not consistently focus on helping older or most-able children to think at a higher level and increase their problem-solving skills.

### It has the following strengths

- Children settle well. Staff are caring and considerate towards children's feelings, especially when they first start at the pre-school. Children quickly form emotional bonds with staff and demonstrate they are comfortable in their surroundings.
- Staff use effective assessments to check children's development. They identify children's needs and close any gaps in their learning quickly. All children, including funded children, make good progress.
- Staff develop strong partnerships with parents and closely involve them in their children's learning. Staff keep parents well informed about their children's care and learning. Parents speak highly of the pre-school and the progress that their children make. Secure systems are in place for working with other providers and schools.

## What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

- |   | <b>Due Date</b> |
|---|-----------------|
| ■ ensure that Ofsted is provided with the necessary information about committee members to enable them to carry out all the suitability checks that are required. | 07/04/2017      |

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

- enhance the already good opportunities for children to increase their early writing skills further, to help build on their literacy development
- provide even more opportunities that challenge the most able and older children as far as possible and increase the potential for them to achieve rapid progress in their problem-solving skills.

## Inspection activities

- The inspector spoke to the staff, parents and children at appropriate times during the inspection. She also held discussions with the manager.
- The inspector observed the interaction between the staff and the children as they played inside and outside.
- The inspector carried out a joint observation with the manager.
- The inspector discussed the children's progress and their learning records with the manager and key person. She also discussed the planning of activities and children's individual learning.
- The inspector discussed the suitability of staff working with the children and the committee members. She also discussed some of the policies and procedures and the manager's action plan.

## Inspector

Janice Hughes

## Inspection findings

### Effectiveness of the leadership and management is inadequate

Safeguarding is ineffective. Ofsted has not been provided with the necessary information about all committee members who make up the committee responsible for the pre-school. This impacts on children's safety as Ofsted has not been able to carry out the full checks on adults who are in charge of the pre-school. Despite this, other aspects of safeguarding are suitably implemented by the manager. Recruitment procedures ensure all staff are suitable to work with children. The manager and staff are confident about child protection issues. They know the signs that may indicate a child is at risk and who they should contact if they have a concern. The manager is experienced and knowledgeable. She has a clear motivation to develop and improve the quality of the pre-school. She carries out staff observations, and conducts supervision meetings and annual appraisals. Staff attend training to enhance their skills and knowledge. For example, they have recently attended training on teaching mathematics. This has helped staff provide more opportunities to promote mathematics through play.

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

Staff are well qualified and use their knowledge to promote children's learning effectively. Staff are enthusiastic in their interaction with children. They demonstrate that they enjoy spending time playing with, and teaching, the children. Staff encourage children to take part in activities that are enjoyable and of interest to the children. For example, children enjoy being doctors and nurses and bandaging a member of staff's arm. Staff use this opportunity well to promote children's communication and language skills. They encourage children to talk about their experiences and value what they have to say. Staff use questioning effectively and introduce unfamiliar words, such as 'stethoscope'. Staff provide many opportunities to help children develop their fine-muscle skills. For example, children learn to use scissors, cutters and rolling pins skilfully, as they use play dough.

### Personal development, behaviour and welfare are inadequate

Children's safety and welfare are compromised because the pre-school committee does not meet all of the safeguarding requirements. However, in other aspects, children's welfare is suitably supported. Children arrive happy at the setting and quickly settle to their chosen play. They behave well. Staff are positive role models for children. They encourage polite behaviour and teach children valuable skills, such as how to share and take turns. Children learn about people and places in their local community. They go on walks and take trips to the local shops and library. Staff help children to develop an understanding of a healthy lifestyle. Children follow good hygiene procedures, are encouraged to eat a healthy snack and lunch, and enjoy regular exercise.

### Outcomes for children are good

Children are confident and well prepared for their move to school; they acquire key skills in readiness. Children learn to be sociable and gain good independent skills. For example, they pour their own drinks and put their own coats on. Children enjoy looking at books. They sit and listen attentively to well-read stories. They concentrate and anticipate what is happening next. Children's physical development is good.

## Setting details

<b>Unique reference number</b>	206135
<b>Local authority</b>	Derby, City of
<b>Inspection number</b>	1087636
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	63
<b>Number of children on roll</b>	43
<b>Name of registered person</b>	Leapfrogs Pre-school Committee
<b>Registered person unique reference number</b>	RP905032
<b>Date of previous inspection</b>	14 May 2014
<b>Telephone number</b>	07989876828

Leapfrogs Pre-School Trust registered in 1992. It is run by a committee of parents. The pre-school is open from 9.15am until 12.15pm on Monday, Wednesday and Friday, and from 9.15am until 3.15pm on Tuesday and Thursday, term time only. The pre-school provides funded early education for children aged two, three and four years. The pre-school employs nine members of staff. All staff hold an appropriate early years qualification, and one member of staff has qualified teacher status.

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