

Leapfrogs Pre-Sch Trust

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



Inspection date

14 September 2017

Previous inspection date

28 March 2017

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
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:

- Staff's assessment of what children know and can do is not yet accurate and precise. Experiences planned to support children's next steps in learning do not always reflect their abilities or support them in all areas of learning.
- During some adult-led activities, staff do not always promptly identify those children who are not highly engaged and challenged in their learning.
- On occasions, staff miss opportunities to extend children's mathematical skills.

It has the following strengths

- Staff manage behaviour in a positive way and children respond well. They provide children with appropriate messages to help them learn how to manage their behaviour and play together well. Staff encourage children to develop good independence and self-care skills.
- Parents are very complimentary about the pre-school, the quality of settling-in arrangements and the care provided for their children. The views of parents are welcomed as part of developing the service further.
- The manager shares her vision for the pre-school with the staff team. She has high, but realistic expectations and is passionate about succeeding for the benefit of the children.

What the setting needs to do to improve further

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

Due Date

- improve the observation and assessment of children's development to ensure planned activities support the next steps in their learning, are effectively matched to their abilities, and have clear learning outcomes across all aspects of learning. 14/03/2018

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

- plan activities more effectively to ensure that all children are highly engaged, enthused and motivated to learn
- extend children's developing mathematical skills, recognising and building on the opportunities that occur in children's everyday play and activity.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation, such as evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

Inspector

Lianne McElvaney

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The nominated person has ensured that suitable checks have been made on committee members. Staff have a clear understanding of how to report child protection concerns. The manager has a good grasp of areas that need to be prioritised to help drive overall practice forward, and improve outcomes for children of all ages. During supervision sessions, staff are given accurate personal targets to work towards. The manager and staff team are well qualified and attend regular training. This has a positive impact on children, as staff develop their understanding of good practice. Risk management and daily safety checks are in place to ensure the environment is safe for children. The manager evaluates the service the pre-school provides and has identified key priorities for improvement.

Quality of teaching, learning and assessment requires improvement

Staff are well qualified. However, assessments staff make are not accurately completed or used well enough to plan activities. This means some children do not always get the opportunity to build on what they know and can do to make good progress. At times, staff miss opportunities to challenge and extend children's learning. Staff interact with the children in positive ways. Children have opportunities to take part in a range of self-chosen activities that promote mathematics. However, staff do not model counting, numbers or measurement in the everyday play activities, such as sand, role play and play dough. This means that staff do not build on children's mathematical skills. Staff organise a range of creative activities that stimulates older children's imaginative play. For example, children enjoy creating their own designs using glue, collage and mark-making tools. Children enjoy their time in the pre-school. Staff use the information that parents share with them at the point of entry to help plan a welcoming environment for children. This helps children to settle well and to feel safe and secure.

Personal development, behaviour and welfare require improvement

Children feel safe and secure and have positive relationships with staff who give them confidence to explore their environment. Children are introduced to the pre-school when they attend with their parents. They are starting to form warm bonds with their new key persons. Children are encouraged to behave well, they use their manners, share and take turns. Children learn to respect each other. They use play materials and books that portray positive images of diversity within everyday play. This helps children learn about each other's similarities and differences. The pre-school has well established links with local schools to ensure that children can make a smooth transfer into full-time education.

Outcomes for children require improvement

Not all children are making good enough progress in all aspects of their development because assessments of what they can do are not rigorously conducted. However, children are learning to be independent and tolerant of others. They become independent in their self-care as they wash their hands before snack and use the toilet unaided.

Setting details

Unique reference number	206135
Local authority	Derby, City of
Inspection number	1096826
Type of provision	Sessional 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	63
Number of children on roll	40
Name of registered person	Leapfrogs Pre-school Committee
Registered person unique reference number	RP905032
Date of previous inspection	28 March 2017
Telephone number	07989876828

Leapfrogs Pre-Sch Trust registered in 1992. The pre-school employs nine members of childcare staff. Of these, one holds an appropriate early years qualifications at level 5, one at level 4, three at level 3 and three at level 2. They operate 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 two-, three- and four-year-old children.

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