

Inspection date	6 December 2017
Previous inspection date	22 April 2014

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

- Leaders evaluate the provision well. They are clear about the setting's strengths and areas for improvement. They take into consideration feedback from staff, parents and children to increase opportunities to help children learn.
- Parents provide positive feedback about the setting. For example, they praise leaders' and staff's passion and high expectation of children. They feel children have plenty of opportunities to play and learn.
- Staff work closely together to implement the setting's routines, policies and procedures effectively. For example, they complete thorough health and safety checks to ensure the environment is safe for children.
- Children develop good health and physical skills. For example, they have regular opportunities, indoors and outdoors, to be active and develop their muscles.
- Staff observe and assess children's learning well. They plan stimulating activities and resources for children to enjoy and to help them make good progress with their development.

It is not yet outstanding because:

- Staff do not ensure older children have a wide range of opportunities to develop their awareness of the wider world and the use of technology.
- At times, staff do not allow younger children to lead their own play, and they miss some opportunities to develop their self-esteem further.

What the setting needs to do to improve further

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

- increase opportunities for older children to further develop their understanding of the world
- make better use of opportunities available to strengthen younger children's independence and confidence.

Inspection activities

- The inspector observed the quality of teaching in the playrooms and the outdoor play area, and looked at some of the children's assessment records and planning documentation.
- The inspector held discussions with the manager and leader throughout the day.
- The inspector held discussions with staff about their roles and assessed their understanding of meeting the requirements of the early years foundation stage.
- The inspector took account of the children's and parents' views during the inspection.
- The inspector conducted a joint observation with the manager.

Inspector

Martina Mullings

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Leaders and staff attend safeguarding training and have knowledge of child protection issues. They understand the procedures to report any concerns about a child's welfare, including allegations, to the relevant authorities. Leaders ensure robust recruitment and vetting processes are in place, to ensure they employ suitable staff. Staff complete a thorough induction and benefit from regular supervision and professional development to enhance their knowledge and skills. For example, they have used knowledge gained at training to support older children to learn the sounds of letters. Staff monitor children's progress well. They identify and take prompt actions to close gaps in children's development. For example, they implement individual educational plans and seek early intervention from other professionals to support children when necessary.

Quality of teaching, learning and assessment is good

Staff develop children's communication and language skills effectively. For example, they encourage younger children to repeat new words to increase their vocabulary. They ask older children questions to develop their speaking and listening skills. Staff provide exciting opportunities for children to develop their early literacy skills well. For instance, searching the sand for cards with children's name, writing letters to Santa Claus and singing rhymes and Christmas carols. Staff plan activities to help children improve their mathematical skills. For example, they encourage children to count and recognise numbers. Older children enjoy listening to music and doing creative stretches and movements to support their physical development.

Personal development, behaviour and welfare are good

Children settle quickly and easily. They develop close attachment with their key person and they know when to seek support from them. Staff supervise children effectively and they teach them how to keep themselves safe. Children display positive behaviour. For example, they listen and show respect to staff. Staff arrange interesting group activities for children to play together, and they encourage them to share, take turns and use resources well. Children form close friendships with other children. They welcome them to join their play and talk about what they are doing. Staff encourage children to help with small tasks and to manage their own personal care needs well. For instance, older children tidy up after their play and they feed themselves.

Outcomes for children are good

Children make good progress, in relation to their starting point. They acquire skills to support the next stages in their learning. For example, children listen attentively to stories and practise writing their name. They express themselves and follow simple instructions well. Younger children develop good balance, mobility and coordination. Children develop their sensory, imaginative and creative skills well.

Setting details

Unique reference number	EY428488
Local authority	Redbridge
Inspection number	1069081
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	0 - 4
Total number of places	60
Number of children on roll	56
Name of registered person	Learn to Leap Nursery Limited
Registered person unique reference number	RP911562
Date of previous inspection	22 April 2014
Telephone number	02085901923

Learn to Leap day nursery registered in 2011. It is situated in Chadwell Heath, within the London Borough of Redbridge. The setting is open Monday to Friday from 7.30am to 7pm all year round. The setting receives funding to provide free early education for children aged two, three and four years. The setting employs 21 members of staff. Of these, one manager holds an early years qualification at level 6, two managers hold early years qualifications at level 4, 13 staff hold early years qualifications at level 3 and four hold early years qualifications at level 2.

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