

Leapfrogs Pre-Sch Trust

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



Inspection date

1 May 2018

Previous inspection date

14 September 2017

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

- The manager and staff have made good improvements since the last inspection. They have used support from the local authority and other professionals to raise the quality of teaching, learning and assessment and improve outcomes for children.
- Additional funding has been used effectively. Staff have a good understanding of how children learn. They complete accurate assessments and monitor children's achievements. Staff use this information to plan and narrow any gaps in their learning.
- Staff ensure children's safety, identify hazards quickly, minimise any risks and provide children with a secure environment to explore. Children are closely supervised as they access the outdoor play areas. They take manageable risks in their play as they ride wheeled toys and balance and run around outdoors, chasing their friends.
- Staff greet children and their parents warmly. Children arrive very confidently and eager to start the day. Staff form strong relationships with children who show that they feel safe and secure in the setting. New children quickly settle.
- Partnerships with the local schools are good. The staff work closely to support individual children's transitions effectively.

It is not yet outstanding because:

- The manager does not make the best possible use of staff supervisions to identify areas where the quality of teaching can be improved further.
- Staff do not consistently use a range of highly successful strategies to fully engage parents in their children's learning.

What the setting needs to do to improve further

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

- strengthen the support for individual staff to identify where the quality of teaching can be improved further
- engage parents in sharing information about their children's experiences and achievements at home to gain a broader picture of their development.

Inspection activities

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

Inspector

Teresa Lester

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager implements appropriate recruitment, induction and vetting procedures. She checks the ongoing suitability of staff regularly. Staff understand their duty to help keep children safe. They know the signs that may suggest a child is at risk of harm. Staff know where to report concerns about children's safety and if they have concerns about the conduct of another member of staff. The manager evaluates practice and identifies improvements, gathering the views of parents, staff and children. For example, recent reflections have led to a review of the resources offered to children for physical play. Parents spoken to on the day of the inspection comment positively about the pre-school. They are very happy with the care and education their children receive and the progress that their children make.

Quality of teaching, learning and assessment is good

Staff provide safe and stimulating environments for children. They work hard each day to set up activities which capture children's interests. The manager tracks the progress made by individual and groups of children. This information has led to improvements in the provision for teaching children mathematics. As a result, staff continually bring mathematics into play. Children count bricks and use language in relation to size as they construct houses in the role-play construction site. Staff understand how to engage children and broaden their interests. They support children to develop their understanding of the natural world. Children excitedly feed tadpoles. Staff encourage children to notice the changes that are happening to the tadpoles as they grow. They engage with children at their level. Talking to them, asking simple questions and giving children time to respond.

Personal development, behaviour and welfare are good

Children's differences are celebrated. They have the opportunity to learn about a range of cultural celebrations. Staff provide children with opportunities to learn about the community in which they live. Children enjoy going for walks and visiting the library, church and shops. Children are confident and speak to staff about their needs and wishes. They demonstrate good behaviour. Staff give them clear boundaries to follow and children know what is expected of them. Staff provide children with a healthy range of snacks and promote healthy lifestyles. Children spend time outdoors each day. They develop good balance and physical control of their bodies.

Outcomes for children are good

All children, including those who speak English as an additional language, make good progress from their starting points. They develop the skills they need for their future learning and in readiness for school. Some older children use their phonic knowledge to spell and write their own name. Children develop a good understanding of technology. They are confident to take part in new activities. Children enjoy each other's company and play very well together. They initiate conversations and take account of what others' say.

Setting details

Unique reference number	206135
Local authority	Derby, City of
Inspection number	1114296
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 - 5
Total number of places	63
Number of children on roll	44
Name of registered person	Leapfrogs Pre-school Committee
Registered person unique reference number	RP905032
Date of previous inspection	14 September 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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