

Leaps and Bounds Nursery

Bond Street, Rossington, Doncaster, South Yorkshire DN11 0BZ



Inspection date	20 February 2019
Previous inspection date	14 January 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

- Members of the management team provide clear and purposeful leadership to the staff team. They have high expectations overall and are ambitious for children in their care to achieve their best.
- The staff know the children in their care well. They make accurate assessments of children's achievements when they first start at the nursery and use the information well to plan for their future learning.
- Staff provide strong support to children including those who receive additional funding and those with special educational needs and/or disabilities. They work closely with parents to identify children's needs and interests and promote their early communication skills well. As a consequence, all groups of children make good progress over time and are well prepared for the next stage in their learning, including starting school.
- Staff are very strong role models. They promote good manners and successfully encourage good behaviour. They help children to achieve high levels of independence and self-awareness. For example, children learn to put on own their coats and shoes with little help from adults.
- Parents are proud of the nursery. They feel they are well informed and receive good guidance to support their children's learning at home. They know their children's key person well.
- Procedures to evaluate and improve the quality of nursery's provision are not focused sharply enough to raise standards to the highest levels.
- Occasionally, staff do not fully challenge all the children who choose to participate in group activities.

What the setting needs to do to improve further

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

- strengthen procedures to sharply evaluate the quality of provision, to raise standards in all aspects of its work to the highest levels
- build on staff's teaching skills to ensure all children are fully challenged and engaged in the group work planned for them.

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 joint observations with a member of senior staff.
- The inspector held a meeting with the managers. He looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and also took account of their views from written information.

Inspector
Andrew Clark

Inspection findings

Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. The manager ensures that staff take good advantage of training on all aspects of protecting children from harm. The management team regularly challenges staff through spot quizzes and staff meeting discussions. Staff are vigilant and accurately assess risks to ensure children play in a safe and welcoming environment indoors and outside. The managers listen to the views of staff, parents and children to reflect on the nursery provision. They make good use of training to support staff's professional development. The nursery staff build close relationships with other settings and support children's smooth transition to the next stage of their education.

Quality of teaching, learning and assessment is good

Staff are imaginative and have high expectations overall. They help babies and young children explore their sensory development when they play with different substances such as foam, sand and water. Staff enrich children's imagination through well-told stories, songs and rhymes. Staff plan activities carefully to match the constantly developing range of children's interests. For example, children develop their awareness of colour and shape when they collect and sort leaves and flowers on their hunt for a popular fiction fierce creature in the garden area. Staff work closely with specialist educational professionals, such as speech and language therapists, to help children with special educational needs and/or disabilities to achieve well.

Personal development, behaviour and welfare are good

Staff help children to settle in quickly and feel confident in the nursery surroundings. For example, they often maintain eye contact with children and use praise and positive language to raise children's self-awareness and self-esteem. Staff work closely with parents to help children settle quickly and smoothly into nursery life. They accurately identify any signs that children are not settling in and plan activities to overcome this. Children develop their social skills well. Staff nurture babies' early self-confidence by, for example, involving them in group activities in the water play. Children are encouraged to listen to others and to take turns, for example, when they play number and counting games. The staff strongly encourage children's awareness of good hygiene and healthy eating. Parents comment that the staff provide good support for their children's toilet training routines. The nursery also provides a good range of information to parents to further support children's well-being and development.

Outcomes for children are good

The management team reviews the progress made by all groups of children and takes effective steps to address any gaps in learning. Children make good progress in their language and communication skills. Children develop their early reading and writing skills well through imaginative activities. They identify letters from their own name when they register at the start of the day. Children develop their mathematical skills well. For example, they create repeated patterns when they make their wall with wooden blocks and mashed potato 'cement' in their construction and role-play activity.

Setting details

Unique reference number	EY276443
Local authority	Doncaster
Inspection number	10073313
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 11
Total number of places	50
Number of children on roll	67
Name of registered person	Lynn Henderson & Allison Dilworth Partnership
Registered person unique reference number	RP522244
Date of previous inspection	14 January 2016
Telephone number	01302 867531

Leaps and Bounds Nursery registered in 2004. The nursery employs 10 members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 or above, including six at level 3, one at level 5 and one at level 6. The nursery opens Monday to Friday for 50 weeks of the year. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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