

# Inspection of Leapfrogs Playgroup

Surestart Centre, Miers Avenue, Hartlepool TS24 9JQ

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Inspection date:

22 January 2020

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Requires improvement

## What is it like to attend this early years setting?

### The provision requires improvement

Staff are kind and reassuring. Children feel very welcome in the setting. They form secure attachments and demonstrate that they are happy and safe. Secure bonds between staff and children are evident. Staff have high expectations for children's behaviour and they remind children of the rules of the setting. For example, when children struggle to share, staff provide gentle reminders. Children are polite and know what is expected of them.

Staff do not always assess children's level of development accurately or swiftly enough. They routinely observe children and can identify some of the next steps in their learning. However, they do not plan activities well enough to focus precisely on children's specific needs. For example, when staff plan a painting activity, they do not take into account individual children's age or stage of development. Some children quickly lose interest in what they are doing and do not make consistently good progress. That said, children enjoy their time at the well-resourced setting. Staff have a sense of fun and enjoy playing imaginatively with the children. They dress up in doctors' outfits. Staff encourage new vocabulary as they introduce new words such as 'stethoscope'. However, in their eagerness to extend language development, staff often ask children questions and provide the answer before giving children the opportunity to think and respond.

### What does the early years setting do well and what does it need to do better?

- Leaders have sought support from the local authority to address the weaknesses identified at the last inspection. However, this is yet to be fully embedded into daily practice. For example, although staff have made some changes to planning, it still does not take into account the individual learning needs and interests of all children.
- Staff do not always assess children's development accurately. Some children are not assessed on entry. Staff have recently started to gather information from parents about what children know and can do when they first start at the setting. However, staff do not use this information effectively to inform accurate assessments from the very beginning.
- Children eagerly make independent choices in their play. For example, they use their imaginations to cook in the kitchen, and skilfully balance on large wooden blocks in the construction area. However, occasionally, daily routines do not suit the individual needs of children. For example, on the day of inspection, children asked to play outside, but were refused as it was not the correct time of day. That said, when they are able to access the area, children thoroughly enjoy playing outdoors, where they develop their physical skills. They run, ride bicycles and explore the mud kitchen.
- Generally, staff support children's communication and development well. They

provide a running commentary and introduce new words to children during play. However, on occasions, staff do not give children the time they need to think about and respond to what has been said, in order to fully support their thinking and communication skills.

- Children's behaviour is good. They are beginning to manage their own feelings and behaviours. Staff are caring, sensitive and responsive to children's needs. There is a well-established key-person system, which helps children to form secure relationships. This helps to promote children's emotional well-being.
- Partnerships with parents are continually developing. Staff spend time getting to know children and their families from the start of their placement. They exchange information about children's daily activities. Staff have recently developed a 'learning at home' sheet so parents can be more involved in their children's learning. Parents are complimentary about the setting.
- Children have some opportunities to develop their basic skills. For instance, they enjoy practising their early writing skills and sharing books with staff. Children develop their mathematical awareness as they count and compare through activities and routines. For example, staff support children to count scoops of sand as they pass them through a sieve.
- Staff support children to develop their independence and self-care skills. For example, children learn to use the toilet independently, wipe their own nose and wash their hands at appropriate times during the day. Furthermore, staff support children to put on their coats and peel their own fruit. This helps to prepare children for their future learning, including the move to school.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of their roles and responsibilities. They receive regular training about safeguarding and child protection. Staff know the possible indicators that a child is being abused and have a good understanding of wider safeguarding issues. Effective recruitment and induction processes help to assure the suitability of adults working with children. Leaders are aware of the procedures to follow should an allegation be made against a member of staff. Daily checks and risk assessments help to reduce hazards and provide children with a safe environment.

## What does the setting need to do to improve?

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

	<b>Due date</b>
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ensure assessment is precise and accurate and provides a clear picture of how children are progressing from their starting points	12/02/2020
implement effective planning that provides a balance of adult-led and child-initiated activities and takes account of children's interests and individual learning needs.	12/02/2020

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

- give children sufficient time to respond to questions and promote their thinking and language skills even more effectively
- review the organisation of daily routines to maximise children's opportunities for outdoor play and learning, particularly for those children who learn better outside.

## Setting details

<b>Unique reference number</b>	EY548480
<b>Local authority</b>	Hartlepool Borough
<b>Inspection number</b>	10116651
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 to 3
<b>Total number of places</b>	9
<b>Number of children on roll</b>	9
<b>Name of registered person</b>	Sue Stothart and Tracy Stothart
<b>Registered person unique reference number</b>	RP526977
<b>Telephone number</b>	07756797585
<b>Date of previous inspection</b>	10 July 2019

## Information about this early years setting

Leapfrogs Playgroup registered in 2017. There are currently two members of childcare staff working with children, both of whom have a relevant qualification at level 3. The playgroup opens on Monday to Friday mornings, term time only. Sessions are from 8.30am until 11.30am. The setting is in receipt of funding to provide early education for two-year-old children.

## Information about this inspection

### Inspector

Julie Campbell

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- A joint observation was completed with the manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, including the nursery's self-evaluation and evidence of the suitability of people working in the nursery.
- Written comments from parents were provided and these views were taken into account.
- The inspector had a tour of the premises with the manager and discussed how the curriculum is organised.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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