

# Inspection of Little Frogs Day Care

10 Queen Street, Scunthorpe DN15 9TT

---

Inspection date: 12 April 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### The provision is good

Children are happy and enjoy attending this nursery, which is at the heart of its community. They enjoy a wide range of experiences provided for them. Children learn about their local community and how they are a part of it. They take part in community parades, such as the 'Winterton Float Parade', and visit local businesses, following staff recognising that children have had limited experiences during the COVID-19 pandemic.

Children are able to move freely between the outdoor and indoor environment and make choices about their play. They wear animal masks and pretend to be tigers as they roar at each other and hide behind the trees. Children play together and practise their physical skills. They try hard to hit the ball with a bat as it goes around the pole. Children confidently ride around on bicycles. They are developing a broad set of physical skills.

Staff have high expectations for children's behaviour. Children confidently wash their hands before lunch without being asked to do so. Children follow the nursery routine with ease. Older children help younger children to pour their drinks. They say 'please' and 'thank you' and staff praise them for their good manners. Staff talk to children about how their behaviour makes others feel. Children are developing a sense of what is right and wrong.

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

- The manager considers children's ages and stages of development well, overall. She works with her staff team to plan learning that helps children to be ready for school. For example, they support older children to be independent. Children make choices about their play and put on their own coats and shoes. In addition, effective partnerships with the local school help children to move smoothly onto this next stage in their education.
- Children have many opportunities to learn about the wider world. For example, they learn about people who help them and write letters to the local dentist to thank them for looking after their teeth. They help staff to put together 'care packages' for local elderly residents. Children are learning about how they can help others.
- Staff support children's language and communication skills well. They ask them questions during play and talk to them about what they are doing. For example, in the sand pit, staff use words such as 'soft' and 'sprinkle'. This is helping children to broaden their growing vocabulary.
- Children have many opportunities to learn key mathematical skills and language. For instance, children roll cars down a ramp that they have attached to a table; staff and children count backwards together from five as they get ready to race

the cars down the ramps. Staff talk to children about shapes in the environment and compare different-sized objects.

- A balance of activities gives children of all ages opportunities to play together. Older children are good role models for the younger children. However, on a very small number of occasions, younger children are not yet developmentally ready to take part in some large-group activities. They sometimes become frustrated and disengaged in the activity, which does not fully support their learning.
- Partnership with parents is strong. Parents speak highly of the staff team and describe the nursery as 'nurturing' and 'safe'. Parents describe how staff talk to them about how to help their child at home and how this is further supporting their children to make good progress in their learning. Information is gathered from parents when children first start at the nursery, which helps to begin a two-way flow of communication between parents and staff. This enables staff to consider children's starting points and previous experiences, which, in turn, helps them plan for children's learning.
- Partnership working with other professionals is good. Children with special educational needs and/or disabilities (SEND) are sensitively supported so that they can access all aspects of the nursery and what it has to offer. Staff access training to gain new knowledge or skills when children have specific needs. Children with SEND make good progress alongside their peers.
- Staff are well supported by the manager. They have regular opportunities to discuss their strengths and areas for development. Regular staff meetings provide the whole team with a place to talk together and share good practice. This is helping the nursery to continuously improve its provision for children.

## Safeguarding

The arrangements for safeguarding are effective.

The manager ensures all staff receive regular training and that they have an up-to-date understanding of how to safeguard children. Staff can recognise signs that a child may be suffering from harm and understand what they should do about this. They understand the need to act promptly to ensure that children receive the help they need straight away. Children have the freedom to take risks. They explore the nursery environment while, at the same time, being well supported by staff, who continuously risk assess potential hazards to keep children safe.

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

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

- ensure that all children's ages and stages of development are taken into account when planning large-group activities.

## Setting details

<b>Unique reference number</b>	EY551813
<b>Local authority</b>	North Lincolnshire
<b>Inspection number</b>	10133763
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 11
<b>Total number of places</b>	15
<b>Number of children on roll</b>	112
<b>Name of registered person</b>	Little Frogs Daycare Ltd
<b>Registered person unique reference number</b>	RP551812
<b>Telephone number</b>	01724734488
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Little Frogs Day Care registered in 2017 and is located in Winterton, Scunthorpe. The nursery is privately owned and managed. The provider holds early years professional status. The nursery employs nine members of childcare staff; eight hold appropriate early years childcare qualifications at levels 3 to 6. The nursery opens from Monday to Friday, all year round. Sessions are from 7am until 7pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Aimee Hill

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- Discussions were held with parents, the manager and children at appropriate times throughout the inspection.
- A learning walk was completed with the manager to discuss the curriculum intent and how the provision is organised.
- The manager and the inspector completed a joint evaluation of an activity.
- The inspector reviewed a variety of documents, including evidence of the suitability of staff, qualifications and first-aid certificates.
- The inspector observed interactions between the staff and children during activities and assessed the impact of teaching on children's learning.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022