

Inspection of Leapfrogs

Marston Green Infant Academy, Elm Farm Avenue, Birmingham B37 7AA

Inspection date: 21 April 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
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 demonstrate that they feel safe in this welcoming and inclusive nursery. They form secure attachments with the nursery team. Babies enjoy lots of cuddles and warm interactions from the nurturing staff who care for them. Staff support children to become independent. Babies learn to feed themselves. Older children manage their personal care and can put on their own coats when they go outdoors. Children learn about healthy lifestyles.

Children benefit from a curriculum that is well sequenced and builds on their skills and experiences. They engage in a wide variety of stimulating and challenging activities that link to their interests and learning needs. Babies are absorbed in play as they experience the feel of rice and flour between their fingers. They use different-sized spoons to move the mixture between various containers. This helps to develop their hand-eye coordination. Children develop a positive attitude towards learning.

Children are polite, kind and thoughtful towards one another. A child notices a friend struggling to blow bubbles and so offers lots of support and suggestions. When the child is successful, they pat their back, cheer and say 'well done'. All children, including children with special educational needs and/or disabilities, make good progress from their starting points. They acquire the necessary skills and attitudes in preparation for school.

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

- The manager has devised an ambitious curriculum that covers all areas of learning and is understood and implemented effectively by the staff. The manager monitors staff practice through regular observation and supervision. This helps her to identify a focused programme of training to further enhance the quality of teaching. However, development opportunities for trainees are not always as robust. For example, less-experienced staff do not always know how to extend children's learning during play. At times, children become less engaged or move away.
- The manager ensures assessments of children's learning are consistently accurate. She works closely with children's key persons to ensure additional funding is used effectively to support children's learning needs.
- The manager places a high priority on staff's well-being. She ensures staff have enough time to manage their workload and keep children's assessments up to date.
- Self-evaluation includes the views of parents, staff and children. This successfully identifies the strengths of the nursery and areas for improvement, which focus on improving children's experiences.

- Staff have high expectations for children's behaviour and manage behaviour well. They help children to share and take turns. Staff provide plenty of praise for children's efforts and achievements. This helps to develop children's confidence and self-esteem.
- Children's mathematical development is promoted well. Babies and toddlers enjoy number songs. Two-year-old children learn to count and recognise shapes. Older children begin to recognise numbers and learn about shape, space and measure.
- Children develop their communication well. They enjoy regular singing and music sessions. Babies sway and bounce to the music, and toddlers join in action songs. Older children use their language skills to recall prior learning and join in lively discussions. They answer questions with thought and offer their own ideas and opinions.
- Staff sit with children at lunchtime and discuss the effects of different foods on their bodies. Children learn about the importance of good oral hygiene.
- Children are provided with many opportunities to develop their physical skills. They strengthen their small hand muscles in readiness for future writing as they use a variety of resources such as chalks, water and paint in the playground outside. Children stoop, stretch and run on the spot as they enjoy action songs. Babies laugh and giggle as they move to the rhythm of the music.
- Children, including babies, are provided with opportunities to explore the wider community. For example, they visit the train station nearby and the local library. Staff provide opportunities for children to learn about different cultures and traditions.
- Staff keep parents well informed about their children's time at the setting. However, opportunities to actively engage parents in supporting their children's learning at home are not fully utilised.
- Staff help children to learn to keep themselves safe. When on local walks, they teach children about safety on roads and around the railway tracks.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a strong knowledge of child protection. They can recognise the possible signs and symptoms of abuse. They know who to contact if they have concerns about a child. The manager has robust recruitment procedures to help ensure that staff are suitable to work with children. Staff supervise children closely at all times and ensure the premises are secure. Adult-to-child ratio requirements are maintained at all times. Accidents are recorded and parents informed. Staff carry out regular risk assessments and daily checks to help to ensure the environment is safe for children to use.

What does the setting need to do to improve?

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

- provide more guidance and support for less-experienced staff on how to extend children's learning
- provide more detailed information regarding children's next stages of learning to parents, to enable them to continue their children's learning at home.

Setting details

Unique reference number	EY549559
Local authority	Solihull
Inspection number	10143584
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 3
Total number of places	30
Number of children on roll	32
Name of registered person	Marston Green Infant Trust
Registered person unique reference number	RP549558
Telephone number	0121 779 5667
Date of previous inspection	Not applicable

Information about this early years setting

Leapfrogs Nursery registered in 2017. The nursery employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday all year round, except for a week over the Christmas period and bank holidays. Sessions are from 7.30am until 6pm. Funded early education is provided for two- and three-year-old children.

Information about this inspection

Inspector

Karen Laycock

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The manager and the inspector completed a learning walk to understand how the setting operates and how the curriculum is organised. The manager and the inspector carried out a joint evaluation of an activity together.
- The manager and the inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held discussions with the manager and staff throughout the inspection. She looked at relevant documentation, including qualifications and first-aid certificates, and viewed evidence of the suitability of those working with children.
- The inspector took account of the views of parents spoken to on the day. She also spoke to children about their experiences in the nursery.

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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