

Inspection of Leapfrog Nursery School

The Kiln, St. Georges Road, Badshot Lea, Farnham, Surrey GU9 9LX

Inspection date: 17 May 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children confidently separate from their parents when they arrive at the nursery. They are motivated to learn and enjoy exploring a variety of interesting activities. For instance, they develop a good understanding of the world when they plant and look after fruit, vegetables and flowers. Children take pride in their work and enjoy taking the produce they have grown home.

Children play happily together and learn to be respectful to staff and their friends. They are provided with a caring and nurturing environment and are well looked after in safe surroundings. This includes children with special educational needs and/or disabilities.

Children progress well because staff plan a rich curriculum. The staff consider ways to ensure all children's interests are incorporated into their learning. For instance, children learned about mini-beasts through a variety of activities.

Children understand rules and expectations. They are supported in their learning by staff who are good role models. Adults act quickly to diffuse any disagreements. They support children to consider the effect of their behaviour and show empathy for others. This enhances the nurturing environment.

Children develop good physical skills. For example, they successfully learn how to ride wheeled toys at high speed and safely climb on a large wooden train in the garden.

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

- Staff enthusiastically read stories and demonstrate a love of books. Children enjoy listening to stories and creating their own. Since the COVID-19 pandemic, the staff have created a 'Routine Book' which they use to help children feel safe and secure. Children can take this book home to share with their parents.
- Staff provide children with good-quality care and education. The manager regularly updates the staff with information regarding the children. All staff know the children really well. They have a caring and considerate approach and form positive relationships with all the children.
- The nursery provides a nurturing and caring environment. Staff support children well to learn what is expected of them. For example, they help them learn to take turns using a large sand timer, to encourage children to share resources.
- Staff are positive role models and have high expectations for children to succeed. They provide children with an ambitious curriculum and skilfully incorporate their interests into activities. For example, in response to children's interest in 'bugs', they encourage children to learn about the features of living

caterpillars.

- Staff support children's independence very well and children develop a wide range of skills they need for the future. They learn to dress themselves and develop a great interest in drawing and making marks. This will help prepare them for moving on to school.
- Staff skilfully extend children's mathematical development to develop and extend their good emerging understanding of number. Staff model counting in sequence and use repetition to support number recognition, for instance when children look for and count plastic worms hidden in porridge oats.
- Since the last inspection, the manager and staff have improved their partnership with parents and other local early years provision, for example to identify children's starting points and support their move to school. However, they do not consistently communicate with parents to further reduce any gaps in children's learning and development.
- Staff provide children with a wide range of activities that motivate them to explore and learn. The curriculum is well planned and ambitious. Staff have a solid understanding of what they want children to learn. However, they do not consistently support all children to develop their concentration.
- Staff consistently engage in children's play. They support children's communication and language well, particularly during small group activities. However, staff do not consider ways to further develop this aspect of children's learning when children play independently.
- The manager supports staff's professional development well. However, she does not coach staff to further improve how they support all children to persist at activities and develop their concentration.

Safeguarding

The arrangements for safeguarding are effective.

Staff create a safe environment where children feel safe to explore the nursery. The manager is committed to safeguarding and consistently assesses possible risks at the nursery. For example, staff ensure that the equipment is safe for its purpose and that children understand how to use the resources safely. Checks are carried out by the provider to ensure that staff are suitable to work with children. Staff receive regular safeguarding training that enables them to fully understand their role and responsibility to keep children safe. They know the procedures for reporting any child protection concerns. Managers work effectively with parents, the local authority and other agencies to safeguard children's welfare.

What does the setting need to do to improve?

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

- coach and support staff to evaluate and further improve how they encourage all

children to get involved in activities to develop concentration further

- consider ways to work with other agencies involved with children to further support their communication and language development
- strengthen partnerships with parents to further reduce any gaps in children's learning and development.

Setting details

Unique reference number	120090
Local authority	Surrey
Inspection number	10228199
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 at time of inspection	2 to 4
Total number of places	26
Number of children on roll	35
Name of registered person	Leapfrogs Nursery School Committee
Registered person unique reference number	RP518136
Telephone number	01252 781098
Date of previous inspection	6 February 2017

Information about this early years setting

Leapfrog Nursery School registered in 1985. It is located in Badshot Lea, Surrey. The nursery receives funding for the provision of free early education to children aged two, three and four years. It is open during school term time only. Sessions operate from 9am until 3pm on Monday to Thursday, which includes a morning and an afternoon session with the option of a lunch club, and on Friday from 9am until 12pm. There are six members of staff, all of whom hold appropriate early years qualifications at level 3 or level 4.

Information about this inspection

Inspector

Loretta Murphy

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 together and discussed the curriculum.
- The inspector talked with children, parents, staff and the manager at appropriate times during the inspection.
- The inspector observed children taking part in activities, indoors and outdoors.
- The manager and inspector completed two joint observations.
- A range of relevant documentation was viewed.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2022