

Inspection of Leaping Toads

Leaping Toads Centre, 1-4 Rectory Road, Dagenham RM10 9SA

Inspection date: 2 August 2022

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| 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 enjoy their time at the nursery. They arrive excitedly and leave their parents with ease. They are greeted by happy, nurturing staff. Children have established close bonds with their key person. They are eager to investigate the activities provided and quickly settle with their friends. Children receive good interactions from the staff, who know them well. For example, they provide new children, who are interested in animals, with a variety of opportunities to support their interest. Children have fun using the farm animals and discuss what they eat and where they sleep. Staff introduce new vocabulary, such as 'hydrated', as they talk about the need to water the crops.

Children join in group activities excitedly, such as 'the attention bucket' game. They sing familiar songs and predict what may be in the bucket. Staff are skilful, capturing the children's imagination as they describe the objects inside. Children relish their time in the garden. They concentrate as they pour water through water wheels and watch with fascination as the wheels turn. They take care to water the plants they grow and manage watering cans with skill. Children are learning to take care of the environment, and observe closely for any new residents in the bug hotel they have built.

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

- The manager has been in position for a few months. She is passionate about her role and committed to providing high-quality care and education. She has made changes that benefit outcomes for the children. New staff have been recruited. There is a sharp focus on building a strong team. Morale is good and training is positively encouraged to support their own continuous development. New staff members speak positively about their induction and support.
- All children make good progress. This includes children who require additional support or have special educational needs and/or disabilities. The nursery's special educational needs coordinator is very knowledgeable and experienced. She ensures the nursery is inclusive and that children receive the support they need to enjoy a meaningful day at nursery. Professional but friendly relationships have been established with the parents to ensure they are informed and fully involved in the education and support provided for their children.
- Parents speak highly of the 'happy and amazing' staff at the nursery. They say their children settle quickly and have made good progress in their learning. They comment that staff are professional. They appreciate the variety of communication provided, such as the childcare app, newsletters, and daily verbal feedback.
- Good support is provided for children who speak English as an additional

language. Strategies in place help children to communicate and make progress, such as the use of Makaton and visual prompts. Children benefit from bilingual staff who can communicate in a variety of languages with them. There is a strong emphasis to ensure children make good progress in both languages. Any delays in speech are quickly identified and gaps are supported. Children speak their home language confidently during their play.

- Children's behaviour is good. They understand what is expected and they are kind to one another. Visual prompts, praise and gentle reminders are used to reinforce positive behaviour. The session runs smoothly and there is a calm atmosphere as children are busy, engrossed in their play. However, the organisation at mealtimes means that staff are sometimes busy with tasks rather than able to focus on supporting children's independence skills and learning at this time.
- A broad curriculum is planned that covers all areas of learning. Staff focus on children's individual interests and what they need to learn next when implementing activities. Children enjoy books and activities relating to a favourite story. Books are available throughout the nursery, but the book area is not widely used by children independently. Children are happy to come together for group story time. However, not all children benefit from this, as delivery of stories do not always engage children, and some lose interest.

Safeguarding

The arrangements for safeguarding are effective.

The manager and her deputy are the safeguarding leads for the nursery. They demonstrate a very good knowledge and understanding of how to protect children from harm. Children's welfare is of high priority and the overall team have secure knowledge of how to safeguard children, including the wider aspects of child protection. This also includes a secure knowledge of the nursery's whistle-blowing policy. A robust recruitment process ensures children are cared for by staff who are suitable for the role. The nursery requires all staff to complete safeguarding and first-aid training as part of the induction process. The managers and staff have a secure knowledge of how to keep children safe. They speak confidently about the procedure to follow should they have a concern regarding a child in their care. They understand signs and behaviours that may cause concern or suggest a child is at risk. Children learn how to keep themselves safe when on outings to the park.

What does the setting need to do to improve?

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

- plan and provide more opportunities for children to expand their enjoyment of books
- review the organisation of snack and mealtimes so that staff can make the most

of all opportunities to help children develop their independence skills.

Setting details

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| Unique reference number | 2528747 |
| Local authority | Barking and Dagenham |
| Inspection number | 10208390 |
| 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 | 80 |
| Number of children on roll | 94 |
| Name of registered person | Leaping Toads Limited |
| Registered person unique reference number | 2528746 |
| Telephone number | 07902775294 |
| Date of previous inspection | Not applicable |

Information about this early years setting

Leaping Toads Day Nursery registered in 2019 and is situated in Dagenham, Essex. The nursery employs 13 members of childcare staff. Of these, ten hold appropriate early years qualifications at level 2 and above. The nursery opens Monday to Friday, all year round, from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lynn Hartigan

Inspection activities

- This is the first routine inspection the setting has 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.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector carried out a joint observation with the nursery manager.
- The inspector held discussions with staff, children, and parents at appropriate times during the inspection.
- The inspector looked at a sample of the nursery documents. This included evidence about staff's suitability and training.

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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