

Inspection of Leap Ahead @ Rutland Street

226 Rutland Street, Grimsby, North East Lincolnshire DN32 7LT

Inspection date:

3 October 2022

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Children's well-being is not assured due to weaknesses in management's implementation of child protection procedures. Despite this, children are happy and relate well to staff. The manager has identified a suitable range of skills and knowledge for children to achieve during their time at the setting. However, staff do not always use their knowledge of each child to successfully engage them in purposeful learning experiences. For example, staff initially follow children's interests, supporting children in the core areas identified by the manager. For example, children use pegs, paintbrushes and pencils to develop their fine motor skills. They encourage children to fill and empty containers in the sand, to count these and to identify which ones are big and small. This supports children's physical and mathematic skills. However, as children become less interested in the activities on offer, staff do not provide them with further interesting experiences to engage in. Learning becomes less purposeful, as children lose focus and begin to move from one activity to another.

Overall, children behave well. When children test their boundaries, staff reinforce rules and expectations. This helps children to begin to learn to respect these. Children are encouraged to tidy away their play resources to ensure the play areas do not become too cluttered. Staff talk to children and ask them lots of questions during their play. However, they often talk too quickly and do not allow children enough time to respond.

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

- While management has a sound overview of their roles and responsibilities, they have failed to follow safeguarding procedures. This does not help to protect children's welfare. The provider has also not notified Ofsted of the new manager. While there is no negative impact on children from this, it is a breach of the requirements.
- Appropriate recruitment and vetting procedures are in place to ensure children are cared for by suitable staff. However, due to an oversight in staff qualifications, there are not enough qualified staff working with the children. This does not ensure children fully benefit from quality care and learning.
- Staff use lots of language with children. They model words and talk to children about what they are doing. While this enables children to hear lots of words, staff often talk too much and ask too many questions. They do not allow children enough time to think about what has been asked of them. This results in children not always being able to verbalise their own responses to support their growing vocabulary.
- Using a 'unique child' form, staff gather clear information from parents prior to children starting. This enables staff to ensure children's individual care needs are

met. Settling-in sessions help children to develop confidence and security in their new surroundings. Children relate well to their key person and show confidence in their care.

- Staff complete observations on children and use information gained from parents to assess children's capabilities on starting. They then continue to monitor children's progress. However, they do not make best use of this information to ensure every child continues to be provided with purposeful learning experiences.
- At the start of the session, staff provide children with a range of play experiences, building on their interests and prior skills. However, as the sessions continue, children's interest in these play experiences diminishes. Staff do not provide further interesting, purposeful activities to fully engage children. This results in children not being supported to make good progress.
- The environment is very child focused with staff engaging children in their chosen play. However, the organisation of the daily routine does not provide children with opportunities to effectively build on their listening and attention skills.
- Staff use information from other professionals to help set appropriate targets for children with special educational needs and/or disabilities (SEND). However, they do not consistently implement these quickly enough to fully support with SEND. For example, some children start to become unsettled as they wait by the gate as the end of the session approaches. Staff know to use distraction techniques at these times, but they do not use these quickly enough. Children are left waiting before staff find a suitable activity to distract and engage them.
- Children enjoy playing outside. Staff try to encourage children to play and interact together as they build with the bricks. Regular outings to the park provide children with opportunities to develop their gross motor skills, as they can climb on the large apparatus.

Safeguarding

The arrangements for safeguarding are not effective.

Management and staff understand the procedures to follow if they have any concerns about a child or a staff member. However, when a concern was raised about a staff member, management correctly notified the local authority designated officer, but not Ofsted. This is a breach of requirement. They also failed to follow their own procedures, so no investigation was completed into the allegation. This does not protect children's welfare. Staff are aware of and know to look out for the various indicators of abuse. They have procedures in place to monitor any concerns raised about a child. The setting is securely maintained, and staff vet people at the door to ensure children are only released into an authorised person's care.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and

Childcare Register the provider must:

	Due date
ensure safeguarding procedures are followed when allegations are made against a staff member	17/10/2022
demonstrate that the required staff-to-child ratios are met	17/10/2022
ensure staff use their knowledge of children's achievements to provide children with consistent, purposeful learning experiences that build on their prior knowledge and skills	02/12/2022
consider how to introduce secure routines into children's play and learning, building on children's listening and attention skills, so that they are fully prepared for their future learning.	02/12/2022

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

- ensure staff allow children enough time to listen to and understand what has been asked of them so that children can provide their own response to questions asked
- ensure staff implement planned strategies more consistently to fully engage and support children with SEND.

Setting details

Unique reference number	EY491469
Local authority	North East Lincolnshire
Inspection number	10229748
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	20
Number of children on roll	9
Name of registered person	Leap Ahead Nurseries Limited
Registered person unique reference number	RP906847
Telephone number	01472 456694
Date of previous inspection	23 January 2017

Information about this early years setting

Leap Ahead @ Rutland Street registered in 2015. The nursery employs three members of childcare staff. Of these, one holds an appropriate early years qualification at level 3. The nursery opens from Monday to Friday, during term time. Sessions are from 8.30am until 4pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Melanie Arnold

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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the nursery with the inspector.
- Staff spoke with the inspector during the inspection.
- The inspector carried out a joint observation of a planned activity with the manager.

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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Piccadilly Gate
Store Street
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M1 2WD

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