

# Inspection of The Little Green Frog

Ashfield Primary School, Weston Lane, Otley, West Yorkshire LS21 2DF

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Inspection date:

15 November 2022

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Outstanding

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

### **The provision requires improvement**

Older children delight in a wide range of engaging activities. They pretend to make dinner for their friends in the home corner. They use chalks to create marks. They tell their friends, 'This time I'm going to do yellow and green.' Children skilfully use scissors to snip pieces of paper, gluing them down to make a collage. They are developing their small-muscle skills and expressing their creativity.

Children and families benefit from the close relationships they enjoy with their key person, known as their 'Care Bear'. Staff are mostly warm and responsive to children's needs. However, during busy times, such as when preparing for mealtimes, the baby and toddler room become chaotic. Staff members' time is taken up preparing the room, changing nappies and comforting individual children who have become overly tired or hungry. This means that the needs of other young children go unmet.

Since the COVID-19 pandemic, the setting has experienced significantly higher demand for their services. As a result, they now care for more children and employ more staff. Managers have identified that, because of this, they need to re-establish the setting's ethos and consider how this is promoted by each member of staff.

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

- Managers have a clear vision for what children need to learn and be able to do. They aim to provide a home-from-home learning experience. This includes children learning through helping adults with day-to-day tasks, such as laundry. Children explore real-world objects. In the construction area, they press real golf tees into egg boxes. Staff explain that they will build their skills to then use real hammers and nails.
- Staff understand the order in which children learn new skills. For example, in the baby and toddler room, children use a purpose-designed slide that allows children to hold on as they learn to climb the steps. In the pre-school room, children create their own climbing structures using crates and wooden beams. Consequently, children develop their confidence, coordination and large-muscle skills.
- Older children are developing their independence. They set the tables at mealtimes. Staff help them to consider how many knives, forks and spoons they will need for each of their friends. This helps them to develop their early mathematical understanding.
- Children make good progress in their communication and language. They listen intently as adults read to them. Older children complete the end of rhyming sentences in familiar stories. Younger children point to the pictures as adults

name them. Children learn new words and develop a love of reading.

- Staff help children to manage conflicts with their friends. They talk with children about the rules and expectations but do not always extend these discussions to help children to recognise their own and others' feelings. Children show pride in their achievements. For example, they use a step to reach the sink and wash the paintbrushes. They call to a member of staff, 'I'm finished!' Staff praise them, building their confidence and self-esteem.
- The significant increase in the size of the baby and toddler room has reduced the quality of care being provided since the last inspection. Due to the time needed to set up tables and chairs for the number of children present, staff have decided to serve snack on a plastic sheet on the floor. Babies and toddlers place their food on the sheet where other children are walking in outdoor shoes. They pick up food that other children have had in their mouth and eat it. This does not promote children's good health and increases the risk of the spread of infection.
- Lunch is served at the same time for all children at the setting. However, younger children become tired and hungry before this time. Several children become distressed, and some staff try to comfort them. Staff are also busy, as they start taking their own lunch breaks, prepare the room and change children's nappies. The activities provided at this time are not well planned or prepared. This results in a very chaotic atmosphere, where younger children do not feel safe.
- Settling-in processes for new children are individualised to meet their needs. Parents report excellent relationships with staff at the setting. Communication between staff and parents is regular and detailed. This supports parents to share in their child's learning journey at home.

## Safeguarding

The arrangements for safeguarding are effective.

The setting provides detailed induction training for new staff that includes information about their policies and procedures. Staff receive regular safeguarding training updates. They have a good understanding of the signs and symptoms of abuse and neglect. Staff understand the correct procedures to follow should they have any child protection concerns. They keep records of any injuries children have on arrival, and managers review any patterns in these records. Staff understand the role of the local authority designated officer. They know what to do if an allegation was to be made against an adult working with children.

## 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:**

	<b>Due date</b>
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put in place effective hygiene practices that promote the good health of children and help to minimise or stop the spread of infection	25/11/2022
critically review the baby and toddler room routines and the way in which staff are used to ensure a calmer, well-organised environment that meets the needs of all children.	25/11/2022

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

- further strengthen teaching practices by naming children's emotions so that they are even more able to understand and manage their own feelings.

## Setting details

<b>Unique reference number</b>	EY287150
<b>Local authority</b>	Leeds
<b>Inspection number</b>	10257740
<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 5
<b>Total number of places</b>	58
<b>Number of children on roll</b>	105
<b>Name of registered person</b>	Johnson, Ruth Joy
<b>Registered person unique reference number</b>	RP514069
<b>Telephone number</b>	01943 466230
<b>Date of previous inspection</b>	2 February 2018

## Information about this early years setting

The Little Green Frog registered in 2005 and is situated in Otley, West Yorkshire. The nursery employs 30 members of childcare staff. Of these, 17 hold appropriate early years qualifications at level 2 or above, including three staff with early years professional status or qualified teacher status. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Rebecca Miall

## 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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The nominated individual and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector spoke with the nominated individual and managers about the leadership and management of the setting.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out joint observations with the nominated individual and manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working 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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