

# Inspection of The Little Green Frog

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

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Inspection date: 27 March 2023

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| <b>Overall effectiveness</b>                 | <b>Good</b>          |
| The quality of education                     | <b>Good</b>          |
| Behaviour and attitudes                      | <b>Good</b>          |
| Personal development                         | <b>Good</b>          |
| Leadership and management                    | <b>Good</b>          |
| Overall effectiveness at previous inspection | Requires improvement |

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

### The provision is good

Children enjoy a broad range of experiences and make good progress at this stimulating nursery. They learn to solve problems and develop their sense of curiosity. For example, children mix different colours of powder paints to find out what will happen. Staff encourage children to manage risks in a safe way as they climb tyres. These opportunities support children to develop their confidence.

Children develop strong friendships in the nursery. They listen to instructions from staff and their behaviour is good. Staff support children to tell their friends if they do not like something. They help children to talk about how the actions of others makes them feel. This supports children to understand the language of emotions and begin to learn how to manage conflicts.

The programme of experiences and activities is well thought out. For example, staff arrange low-level furniture in the baby room to support babies who are learning to walk. Older children are encouraged to stand rather than sit while taking part in craft activities. This helps them to build their core-muscle strength in readiness for learning how to write.

Children enjoy trips to local areas of interest. They learn about the people who help them in the community, such as the police and farmers. This helps children to develop a sense of where they live and supports their knowledge and understanding of the world.

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

- Children learn the skills they need to learn to talk from an early age. When babies babble, staff respond and hold simple conversations with them. Staff give children time to think and speak before responding and repeating words back to them. As a result, children learn to repeat key words and grow their vocabulary.
- Leaders give staff dedicated time to review children's development. They work with staff to identify any gaps in children's learning and support them to plan what they need to learn next. Staff work with other professionals to plan targeted support for children with special educational needs and/or disabilities (SEND). This supports all children to continue to learn and make good progress.
- Children's learning spaces are well planned. They have many opportunities to play and explore their interests. For example, staff in the baby room have developed a 'quiet space' where children can listen and think or practise new skills. All children stay focused as they take part in their chosen play activities. This helps children to develop a love of learning.
- Staff seek permission from children to change their nappies or clothes. This helps them to understand what is happening and creates a sense of respect

between children and adults. Children enthusiastically wash their own hands before eating and sing songs about washing the germs away. This helps them to learn the importance of good hygiene routines.

- Children have some opportunities to develop their independence. For example, they serve their own fruit at snack time. However, these opportunities are not extended to lunchtimes. This does not fully support children to further develop their self-help skills and sense of responsibility.
- Parents and carers appreciate the homely environment and flexible settling-in sessions. They say that this supports children to settle into the nursery well. Leaders are introducing an app to communicate with parents about their children's learning. This will help parents to continue to support their children's development at home.
- Leaders have introduced a rolling programme of training for staff. Staff also receive coaching and personal support from the team of managers. This helps staff to develop and refresh their skills. However, leaders do not always identify gaps in the knowledge and understanding of staff. As a result, the programme of training is not always specifically targeted to meet the individual development needs of staff.
- Leaders have failed to notify Ofsted of a significant event. This is a breach of requirements. Leaders admit that this was an oversight and are now fully aware of their duty to notify Ofsted in the future. However, leaders did follow all other correct procedures regarding this event. Additionally, there is no impact on children's safety, and all other aspects of leaders' knowledge and understanding are good.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a broad understanding of the signs and symptoms of abuse and neglect. They are confident in their responsibilities to share any concerns about children with the designated safeguarding leads. Leaders and managers understand the range of actions they might need to take if they have any concerns for a child's welfare. This ensures that children receive the right levels of support. There are clear recruitment procedures in place to check that all staff are suitable. Staff communicate well with each other to ensure that children are fully supervised as they play. This helps to keep children safe in the nursery.

## What does the setting need to do to improve?

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

- enhance the opportunities for children to use and further develop their independence skills, particularly during mealtimes
- identify areas for development in staff's skills and knowledge, and provide

targeted training and professional development opportunities to enhance staff's practice to even higher levels.

## Setting details

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| <b>Unique reference number</b>                     | EY287150  |
| <b>Local authority</b>                             | Leeds   |
| <b>Inspection number</b>                           | 10275062  |
| <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 4  |
| <b>Total number of places</b>                      | 58  |
| <b>Number of children on roll</b>                  | 97  |
| <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>                 | 15 November 2022  |

## Information about this early years setting

The Little Green Frog registered in 2005 and is situated in Otley, West Yorkshire. The nursery employs 28 members of childcare staff. Of these, 16 hold appropriate early years qualifications at level 2 or above, including five 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

Samantha Lambert

## Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the registered person and has taken that into account in their evaluation of the nursery.
- The nursery leaders and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to and communicated with the inspector during the inspection.
- Staff spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of a group activity with the manager.
- Parents shared their views on the setting with the inspector.
- Leaders spoke to the inspector about how they support children with SEND.
- The inspector spoke with the registered person and managers about the leadership and management of the setting.
- 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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