

Inspection of Leaping Lizards Day Nursery Ltd

Whittington Park Community Centre, 86 Yerbury Road, London N19 4RS

Inspection date: 11 May 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous
inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children arrive happy and settle quickly. Staff create a friendly environment, with a broad range of activities to ignite children's interest and curiosity as they play. For example, children explore a range of vegetables, which are then cut open for them to study the sections. Children eagerly repeat new words, such as 'butternut squash'. Skilled staff support them to compare sizes of pips and the texture found inside. This helps children to develop positive attitudes towards their learning in this warm and welcoming setting. Staff know children well. They have high expectations of all children and use timely assessment to inform their planning. Leaders design an ambitious curriculum based on children's interests and what they need to learn next to be successful in their future learning.

Most staff sequence children's learning well. For example, they teach children how to use scissors safely to make snips in a paper. Staff ensure that children have a plenty of time to practise new skills. Overall, all children make good progress from their starting points in development. This includes those who speak English as an additional language. Children behave well. They share, take turns and use good manners. Children know the routines well and follow instructions. For instance, young children line up and carefully go up and down the stairs to access the garden. They demonstrate a growing understanding of how to keep themselves safe.

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

- Leaders and staff are a diligent team and provide high-quality care and education. They have a clear intent of what they want children to learn. Leaders conduct observations and supervisions of staff's practice. They provide regular mentoring and coaching to help newer staff to improve their teaching skills and quality of interactions to even higher level.
- Staff generally understand how children learn and develop. They know what children need to learn next. However, on occasions, staff do not swiftly recognise when less-confident children are overshadowed by their more self-assured peers and do not fully participate. This means that there are times when children who communicate less are not fully engaged and their learning is not maximised.
- Staff foster children's interest in books and stories. They read to children frequently throughout the day. Staff use various techniques when reading to children, such as using actions and puppets to bring stories to life. Additionally, children regularly visit a local library and lend books. Children gain an awareness of letters and the sounds which they represent, and some learn to read before they move on to school.
- Children's physical health and well-being are a high priority for staff. Leaders

ensure that children eat nutritious and balanced meals. Children learn important hygiene practices, such as washing their hands before a meal. They play outdoors each day and enjoy vigorous exercise. This helps to ensure that children learn about the importance of a healthy lifestyle.

- Children practise their small-muscle skills through a range of activities, such as playing with sand and dough. They use variety of one-handed tools to make marks. This helps to prepare them well for the next stages in their learning.
- Staff promote children's independence well. For example, children use the toilet themselves and practise putting on their jackets for outdoor play. Children receive clear messages about boundaries and expected behaviour as they play. They happily help with small tasks, such as cleaning after activities. This helps children to gain sense of responsibility for their learning environment.
- Children's mathematical knowledge is supported well. Staff help children to use mathematical language and thinking during everyday tasks. For example, children learn to measure and weigh ingredients they need to make play dough.
- Staff embed teaching about diversity and how to value and appreciate others throughout the setting. For instance, children spend time with older users of the community centre which the setting is based in. They sing songs together during special celebrations and collect food items for the harvest festival.
- Staff's well-being is important to the management team. Staff comment that they feel well supported. This helps to ensure good teamwork and a positive learning environment for all children.
- Parents are very complimentary about their experience at the setting. They highly value and appreciate the leaders' and staff's dedication and caring attitudes. Parents say that the setting is an 'extension of the family'. Partnership with parents is a real strength.

Safeguarding

The arrangements for safeguarding are effective.

Leaders provide staff with frequent training and updates to support their knowledge on how to protect children from harm. Staff understand their role in relation to this. They show an awareness of the possible signs that may indicate a child's welfare is being compromised. Staff understand their responsibility to report any concerns to ensure that children receive help and support. Leaders have robust vetting checks to make sure that staff are suitable for their role working with children. Multiple staff have valid first-aid training. Risk assessment is effective. This helps to ensure that children are safe in this setting.

What does the setting need to do to improve?

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

- use consistent strategies to support less-confident children to fully participate in

activities and further enhance their communication skills and learning.

Setting details

Unique reference number	EY365093
Local authority	Islington
Inspection number	10276202
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	1 to 4
Total number of places	34
Number of children on roll	33
Name of registered person	Leaping Lizards Day Nursery Ltd
Registered person unique reference number	RP527473
Telephone number	020 76193624
Date of previous inspection	5 July 2017

Information about this early years setting

Leaping Lizards Day Nursery Ltd registered in 2007 and is located in the London Borough of Islington. The setting is open for 50 weeks of the year, from 8am until 6pm, Monday to Friday. It receives funding to provide early education for children aged three and four years. The setting employs 14 members of staff. Of these, seven hold recognised early years qualifications at level 3 and one holds level 2. The manager has a qualification at level 5.

Information about this inspection

Inspector

Agnes Wink

Inspection activities

- This was the first inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken into account in their evaluation of the setting.
- The manager completed a learning walk with the inspector and discussed what they want the children to learn.
- The inspector carried out a joint observation with the manager to assess the quality of children's experiences.
- The inspector considered the view of parents, children and staff during the inspection.
- A variety of documentation was viewed. This included suitability checks and other relevant documents.

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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