

Inspection of Three Frogs Nursery

Liphook Methodist Church, London Road, Liphook GU30 7AN

Inspection date: 26 February 2025

Overall effectiveness	Inadequate
The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is inadequate

There are significant breaches of requirements at this nursery. These directly impact the safeguarding arrangements in place, and the quality of education children receive. Leaders have not ensured all staff have a secure knowledge of child protection. This compromises children's safety.

The quality of education children receive is poor. Leaders do not ensure they or staff have sufficient knowledge to plan and implement a broad and ambitious curriculum. Consequently, staff do not plan purposeful activities to spark children's curiosities or build on their individual interests. Staff do not know what they intend for children to learn from the activities they do provide, or the areas of learning these promote. Staff do not build on what children can already do, because they do not know children's individual stages of development. This means they do not understand what children need to learn next. This has a detrimental impact on the progress children can make.

Children demonstrate satisfactory behaviour. However, children are not engaged in learning and often wander the environment without purpose. Additionally, weaknesses in the interactions staff provide mean children often receive limited and poor-quality interactions. Overall, children do not receive the high-quality interactions they require to continually develop their skills and knowledge as they grow. Despite this, children demonstrate they are content in the environment and have secure bonds with staff.

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

- Leaders have not ensured staff receive training to make sure their safeguarding knowledge is sufficient. Some staff demonstrate a poor understanding of their responsibilities in relation to child protection. Additionally, some do not have sufficient knowledge of local safeguarding procedures. They do not know the external process to share any concerns, particularly regarding a colleague's behaviour. This compromises children's safety.
- Leaders have not identified that some procedures they have in place are not being carried out. For instance, processes in place to track children's ongoing development are not completed by staff and, as such, are ineffective. Staff do not know if children are meeting their developmental milestones. In addition, leaders have not ensured that the required progress checks at age two are completed. Furthermore, staff do not plan precise next steps tailored to individual children. As a result, children do not benefit from a well-balanced curriculum or learning that prepares them for future success.
- Leaders have not ensured children receive consistent, high-quality interactions. Staff often stand and provide instructions to children who are playing on the

floor but do not provide the positive role modelling and support children need to understand or follow these through. In addition, staff's interactions with children are limited and do not provide opportunities to challenge or extend children's learning. This does not give children the best start to developing their own language and communication skills.

- There are some arrangements in place for staff supervision sessions. However, these are not regularly completed or effective. Leaders do not provide the consistent level of training, support and coaching that staff require. Consequently, staff do not have the knowledge and skills they need to fulfil their roles and responsibilities, as well as to continually improve their own personal effectiveness. This impacts on the quality of education and experiences children receive.
- Leaders have processes in place for the recruitment and vetting of new staff. However, these processes are not thorough and do not ensure vetting checks are recorded. As a result, leaders cannot demonstrate how the suitability of staff has been assured. Furthermore, leaders do not always consider information they may need to know or check if staff are taking medication. In turn this does not assure or support staff's ongoing suitability.
- Although leaders ensure there are adequate staff for the number of children attending, they do not always ensure there are enough qualified staff to meet requirements. This directly impacts on the experience children receive as there are not enough trained staff to support them.
- There is not a separate area specifically designated for the youngest children. They spend their day in the main play area alongside the older children. They spend much of their time wandering the environment without purpose. At times, the supervision of the youngest children is compromised as staff need to tend to other children and daily tasks. As such, the youngest children do not have their individual needs consistently met or their safety assured.
- Leaders recognise and take action to ensure children with special educational needs and/or disabilities are referred to appropriate agencies. They provide ongoing support to parents, specifically when considering their next educational setting.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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ensure that staff receive appropriate safeguarding training to enable them to identify children who may be at risk of harm, or what to do in the event they have concerns about a colleague's behaviour, and know the correct procedures to follow	14/03/2025
plan and deliver an ambitious curriculum that builds on all children's existing knowledge, skills and capabilities and engages them fully in their learning, indoors and outdoors	28/03/2025
ensure assessment of children's development is used effectively to identify their next steps to support their learning and help them to make good progress	28/03/2025
ensure that progress checks completed for children aged between two and three are accurate and clearly identify any gaps in children's learning	28/03/2025
take action to ensure staff provide high-quality interactions that consistently and securely promote children's communication and language development	28/03/2025
ensure effective arrangements are in place for the supervision of staff, that provide the support, coaching and training needed to improve their personal effectiveness, foster a culture of continuous improvement and ensure staff understand their role in meeting children's needs	14/03/2025
ensure the required vetting checks have been completed for all staff and records of these are maintained to demonstrate their suitability	14/03/2025
implement procedures to ensure staff taking medication remain suitable to fulfil their role	14/03/2025

ensure that there are sufficient qualified staff on the premises at all times, to meet the requirements	28/03/2025
ensure a separate baby room for children under the age of two is used appropriately to meet these children's needs and ensure their safety.	14/03/2025

Setting details

Unique reference number	2724721
Local authority	Hampshire
Inspection number	10383190
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	20
Number of children on roll	15
Name of registered person	Three Frogs Nursery Limited
Registered person unique reference number	2724719
Telephone number	07877699751
Date of previous inspection	Not applicable

Information about this early years setting

Three Frogs Nursery registered in January 2023. They are located in Liphook, Hampshire. They operate 48 weeks of the year, Monday to Friday, 8am to 4pm. They have six staff, of whom four hold relevant early years qualifications. The nursery receives free entitlement funding for children aged nine months to four years.

Information about this inspection

Inspector

Natalie Moir

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The nominated individual joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- 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 nominated individual and inspector carried out a joint observation during an activity.
- The inspector observed the interactions between staff and children.
- The nominated individual showed the inspector documentation to demonstrate the suitability of staff.
- Parents shared their views of the provision with the inspector.

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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