

Inspection of Leapfrog Neighbourhood Nursery

10 YARBOROUGH ROAD, SOUTHSEA, HAMPSHIRE PO5 3DZ

Inspection date: 3 September 2025

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous
inspection Good

What is it like to attend this early years setting?

The provision is good

There is a warm and nurturing atmosphere at the nursery. Children behave well, are relaxed, happy and settled. This demonstrates the positive relationships that children have with staff and each other. Staff create an environment that supports children's developing early independence and self-care skills. For example, children can make decisions and choices about their play and are motivated to persevere when putting dressing-up clothes on. Staff teach children to pour their own drinks and scrape their left-over food into the bin. This helps children to do as much as possible for themselves.

Staff embed early mathematics thoughtfully into the daily routine and activities. For instance, as children enjoy constructing models, making dough or listening to stories, staff help children to learn about number, shape, size and colour. Children enjoy mixing flour, water and colouring. Staff encourage children to count out the number of scoops of flour they need by counting with them. This helps children develop a positive attitude towards mathematics.

Leaders and staff have high aspirations for all children. The curriculum is well designed to build on what children know and can do. Staff enhance children's learning through their interactions and planned activities. For example, staff teach children specific skills, such as how to use scissors and cutlery correctly. Children make good progress over time and grow in confidence as they master new skills.

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

- Leaders are passionate and constantly evaluate the impact of the curriculum and the environment on children's learning and development. They observe practice and role model practice effectively. They identify training needs and offer opportunities for staff to improve their own knowledge and skills. They identify the setting's strengths and what the priorities are for future improvement.
- Children learn in a language-rich environment. Staff promote key words with children during their interactions. Staff are skilled at asking children questions that help them to develop their critical thinking. Staff share familiar books with children to help them to recall and remember events in the story.
- Overall, the key-person arrangements are well embedded and support children's move through the setting. Staff know the children well. They develop good attachments and understand the importance of getting to know the families and what children are interested in. Staff show a genuine interest in the children and help make connections between their home life and the setting. For example, children are eager to look through their personal photo albums of their family. This helps children to recall and talk about personal and familiar experiences.
- Staff help children learn about diversity and people from around the world. This

helps children to gain a wider understanding of different cultures. Furthermore, children benefit from interesting outings and learn about people and places that make up their community. Parents are invited to share special events or specific skills and occupations. This broadens children's understanding of families' similarities and differences and people from their local community.

- Staff offer a broad curriculum that is ambitious and has high expectations of what the children can learn. However, at times, staff do not focus on supporting those children who are quieter or less confident to benefit fully from the intended learning. This means quieter children do not always receive the targeted support they need to further develop their skills and knowledge to the highest levels.
- Children develop strong emotional bonds with their key person and other staff. Staff are highly responsive to the needs of new children settling, offering comfort and consistent routines that support secure attachments. The routines generally offer children good levels of structure and predictability. However, staff do not manage the transition times consistently well to fully support children's learning and development. As a result, transitions between some routine activities are at times too lengthy and some children become disengaged.
- Staff develop strong partnerships with parents. They give parents and children a warm welcome as they arrive. Parent feedback is very positive. They comment on the good levels of care and the regular communication that they receive. This helps to enhance children's learning at home.
- Leaders have robust recruitment procedures in place to ensure that all staff are suitable. Staff report that they are well supported by leaders and the wider team. They have access to a varied professional development programme. This ensures that staff keep their knowledge up to date and understand their roles and responsibilities.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- consider more closely how to adapt activities to support quieter children, so the quality of education is consistently at the highest level to maximise and fully engage all children's learning opportunities
- identify more effective ways to manage transitions during the daily routine, so that staff fully support children's learning and development.

Setting details

Unique reference number	143492
Local authority	Portsmouth
Inspection number	10408349
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	2 to 3
Total number of places	40
Number of children on roll	11
Name of registered person	Leapfrog Nursery School Limited
Registered person unique reference number	RP908996
Telephone number	02392 643776
Date of previous inspection	31 January 2020

Information about this early years setting

Leapfrog Neighbourhood Nursery registered in 1996. It is located in Southsea, Portsmouth. The nursery provides care from 7.30am to 6pm, Monday to Friday, throughout the year. The nursery provides government-funded places for children aged two and three years. There are four staff who work with the children, four of whom hold early years qualifications at level 3. The nursery adopts the HighScope approach to teaching.

Information about this inspection

Inspector

Anneliese Fox-Jones

Inspection activities

- The inspector observed activities in the pre-school room. She talked to staff about the progress individual children are making and what they want the children to learn.
- The manager and the inspector completed a learning walk across all areas of the setting to understand how the early years provision and the curriculum are organised.
- A joint observation was carried out by the inspector and the manager. The inspector observed interactions between staff and the children and the impact these have on children's learning.
- The inspector reviewed relevant documentation, including the arrangements for paediatric first-aid training. The inspector had a discussion with leaders about the evaluation of the setting and plans for improvement.
- The inspector spoke to parents and children during the inspection and took account of their views.

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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