

Leapfrogs Pre-School

Great Hornead C of E School, Great Hornead, BUNTINGFORD,
Hertfordshire SG9 0NR



Inspection date	22 January 2019
Previous inspection date	1 April 2015

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The manager and staff team are ambitious and highly motivated. They are organised and communicate to ensure they are very well deployed throughout the pre-school. Staff risk assess effectively and make sure all precautions are taken to keep children safe.
- Managers carefully analyse the progress different groups of children make to identify any gaps in teaching and learning as early as possible. Planning, observation and assessment are extremely robust and sharply focused on individual children's progress and next steps in learning.
- Interactive learning displays are immensely popular with children. They use their imaginations well as they play with toy Arctic animals and fake snow. Children eagerly talk about their own experiences of ice and frost. Their learning continues outside as they are excited to find ice and explore what happens when they drop it or place it in the sun.
- Teaching is excellent and responsive to children's needs. All staff use their expert knowledge of how children learn to provide rich, varied and imaginative experiences.
- Staff build exceptionally successful partnerships with parents and respect them as children's main carers and educators. Parents speak in glowing terms about the care and education given to their children and about the excellent information they receive.
- Staff work extremely closely with other agencies to support children who need additional help. This helps to ensure they make the best possible progress.
- Children's behaviour is excellent. Staff are superb role models and they support children extremely well, for example helping them learn about the feelings and needs of others.

What the setting needs to do to improve further

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

- continue to build on staff's already excellent understanding of the different ways children play and learn.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside, and assessed the impact this has on the children's learning.
- The inspector completed a joint observation with the pre-school manager
- The inspector sampled a range of documentation, including safeguarding policies, children's records and evidence of the suitability of staff and committee members.
- The inspector discussed children's progress with key persons and the manager.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Jill Hardaker

Inspection findings

Effectiveness of leadership and management is outstanding

The manager of this outstanding pre-school is highly motivated. She and the staff aim to raise standards of care and education they offer to children to the highest levels. The reflections and evaluations of their practice are exceptional and staff are constantly inspired with new ideas. The highly qualified staff are supported through well-planned supervision meetings and attend further training to build on their already excellent skills. They regularly share and discuss new methods of practice, such as how uninterrupted play in an excellent learning environment benefits children's learning. Rigorous recruitment and induction procedures ensure that staff are well qualified for their roles and entirely suitable to work with children. Safeguarding is effective. Staff are trained to recognise and respond to any possible signs of abuse, neglect or extremist views. The manager helps staff to continually refresh their knowledge, for example by covering safeguarding at staff meetings and at individual supervision meetings.

Quality of teaching, learning and assessment is outstanding

Staff use highly effective teaching and learning strategies to support and embed children's learning. For example, they model language and are highly skilled at questioning children to challenge their thinking skills. The manager and staff recognise they can support children's learning even more, for example by more precisely recognising the different patterns of learning children demonstrate as they play. Staff use imaginative ways to support children's literacy and mathematical development. They set up the role-play areas extremely well. For example, during the inspection, as children played in the role-play cafe, staff taught them about cost and value as they decided what meals they would like. Children keenly made marks as they pretended to write down the meals that were ordered.

Personal development, behaviour and welfare are outstanding

Children are highly confident, happy and settled. They form secure bonds with their key person and settle into pre-school with ease. Children's health and physical development are promoted extremely effectively. They quickly learn about how to develop excellent hygiene routines and healthy eating is promoted at every opportunity. Children benefit from excellent opportunities to spend time outdoors in all weathers. They have opportunities to explore, dig and use ride-on toys. Staff help children to learn ways to keep themselves warm outside, such as by moving around and wearing appropriate clothing. Staff are attentive to children's needs. For example, they take prompt action if children have toileting accidents and offer supportive reassurance.

Outcomes for children are outstanding

All children, including those in receipt of additional funding, make sustained progress in their learning. They gain highly effective skills that prepare them very well for the next stage in their learning and the move on to school. Children enjoy stories and are able to recall information with precise detail. They also learn how to use books to find information, such as what animals originate from the Arctic.

Setting details

Unique reference number	EY366691
Local authority	Hertfordshire
Inspection number	10070401
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	2 - 4
Total number of places	16
Number of children on roll	20
Name of registered person	Leapfrogs Pre-School (Horstead) Committee
Registered person unique reference number	RP527566
Date of previous inspection	1 April 2015
Telephone number	01763 289 942

Leapfrogs Pre-School registered in 2008 and is run by a voluntary committee. It is situated in the grounds of Great Horstead C of E School. The pre-school employs five members of childcare staff. Of these, four hold an appropriate early years qualification at level 3 and the manager holds level 4. The pre-school opens from Monday to Friday, during term time only, from 9am until 4.15pm. It provides funded early education for two-, three- and four-year-old children.

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