

Leap And Learn

Sparc Building, Cambridge, CB23 8DY



Inspection date	6 October 2017
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children have ample opportunities to be active and to develop their physical skills as, for example, they play lively games and learn to move in different ways.
- Children's safety is given a good priority. Staff supervise children effectively and teach them safe practices. Children learn to assess risks in the outdoor play areas and prepare their snacks safely.
- Staff monitor children's progress effectively. They have a clear understanding of what children can do and carefully plan for what each child needs to learn next. All children make good progress in their learning.
- Babies and children are settled and confident in this warm and friendly nursery. They develop secure emotional bonds with staff and enjoy themselves.
- Staff have a good understanding of children's changing interests and incorporate them into the activities. This helps children to become motivated learners.

It is not yet outstanding because:

- Staff do not always obtain enough information about children's learning experiences in previous settings, to help establish the starting points in their development and enhance progress.
- Not all staff are equally effective at challenging children's thinking and giving them enough time to think about and express their thoughts and ideas.
- Staff do not explore creative ways to offer parents information about the provision and engage with them more effectively to support children's learning at home.

What the setting needs to do to improve further

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

- enhance the range of information obtained about children's prior learning and use this to support continuity of planning for children's learning from the outset
- support staff to develop effective strategies that challenge children's thinking while giving them time to think about and express their ideas
- devise more effective ways to share information with parents and engage them fully in supporting their children's learning at home.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection. She met with the provider and the manager.
- The inspector carried out a joint observation with the manager. The setting's self-evaluation was discussed.
- A range of documentation was checked, including evidence of staff suitability and training, children's records, risk assessments and the complaints log.
- The inspector spoke with a number of parents to check their views on the quality of care and learning.

Inspector

Veronica Sharpe

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Senior staff with advanced child protection training are always available to support staff if allegations are made or there are concerns about children's welfare. Staff understand the signs of abuse or neglect and know the procedures to follow if children are at risk. Children play in a safe and secure environment. Visitors are escorted and supervised. Children's arrivals and departures are monitored by staff to help keep them safe. The new manager has implemented ways to monitor the progress of different groups of children to identify those who need extra help. Staff respond quickly when children show signs of delay in their learning. There are good links with other professionals, such as health visitors. The manager works well with staff to help them to develop their teaching skills. Several are working towards improving their qualifications.

Quality of teaching, learning and assessment is good

Staff provide children with good opportunities to explore their senses. Children have fun with paint, play dough and water. They smell peppermint teabags and play with leaves and pretend bugs. Staff help children to gain good communication and language skills. They engage children in lively story times and involve them in conversations. Children practise their writing skills as they run their fingers down the slithery snake and make marks with crayons and chinks. Easily available resources, such as tape measures, encourage children to find out how long the bricks are in the builders' yard and how many they need to build their wall. Staff talk to them about shape, size and number, supporting children's mathematical development.

Personal development, behaviour and welfare are good

Staff cuddle babies when they are feeding and follow their home sleep routines. They work closely with parents to understand and meet the youngest children's individual needs. Children play cooperatively together and develop good friendships. Older children negotiate sharing independently and learn to behave well. Staff engage children in cooking activities and talk to them about the benefits of a healthy diet. Children go for walks into the village and learn about their local community. They share their home lives with each other through photographs, music and discussion. Parents comment favourably on the levels of communication from their key person and say their children enjoy attending. The owner works well with parents to address any issues they may have.

Outcomes for children are good

Children make typical progress from their starting points. Additional funding is used wisely to help disadvantaged children to catch up with their peers. Children's independence skills are supported well in readiness for school. They learn to serve themselves at mealtimes and help with tidying their toys away. Children show curiosity and are motivated to join in with the activities. Older children listen well at story times and show they are able to concentrate. Strong partnerships with the host school help children to transfer into the Reception class with confidence.

Setting details

Unique reference number	EY538983
Local authority	Cambridgeshire
Inspection number	1114603
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 10
Total number of places	52
Number of children on roll	92
Name of registered person	Leap And Learn Ltd
Registered person unique reference number	RP538982
Date of previous inspection	Not applicable
Telephone number	01954488081

Leap And Learn registered in 2016 and is a public limited company. There are 13 members of staff who work directly with the children. Of these, six have relevant early years qualifications at level 3 and above. Three members of staff are currently working towards qualifications. Opening times are from 8am until 6pm, Monday to Friday throughout the year. The setting provides funded early education for two-, three- and four-year-old children. Leap And Learn also provides before- and after-school care and holiday care for primary school children.

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