

Inspection of Leaping Frogs Day Nursery CIC

New Road, Longcross, Zeals, WARMINSTER, Wiltshire BA12 6LJ

Inspection date: 3 July 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children arrive happy and eager to explore. Staff plan an engaging and inspiring environment which enables children to become extremely independent learners. For example, they gain confidence in growing produce from seed. They make labels, use tools, operate the water butt, and solve problems, such as how to stop the birds from eating their seeds. They nurture their seedlings and show extreme pride when they notice growth, eventually getting to pick, cook and eat their crop. All children relish outdoor play, where they have excellent opportunities to challenge their physical skills and learn about nature. They gain amazing confidence, resilience and kindness as they care for the menagerie of animals.

Staff consistently implement the highly ambitious curriculum to a high standard, so children progress rapidly, while having a great deal of fun. For example, older babies persevere with operating a trigger on a spray bottle, developing physical skills and strength in their hands and muscles, ready for writing when they are older. Toddlers enthusiastically mix red and blue paints and correctly say they have made purple. Staff make deliberate mistakes when giving children items to set the table for snack, so older children say they need one more cup or have eight plates instead of seven. They recognise numerals and remember the letters the numbers start with from their previous phonics activity.

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

- The owner/managers ensure a highly successful key-person system. Staff seek excellent information from parents to get to know babies' routines and what children can already do. This ensures that children feel extremely secure and settle quickly. Staff then use their meaningful observations and meticulous monitoring to plan successfully, using children's interests to keep them extremely motivated.
- Staff empower children to vote on topics and, once chosen, parents make suggestions or come in to share their knowledge and skills, extending children's experiences even further. For example, children became fascinated about a family's visit to South Africa, which started an extensive focus on the wider world and people's differences.
- Staff consistently provide high-quality teaching for children to develop their language and communication skills. For example, babies happily babble as their key person uses puppets, toddlers impressively join in with songs, and older children learn the meaning of words, such as 'estimating'. Staff role model asking open-ended questions and encourage children from an early age to listen to each other and recall previous discussions. For example, older children remember how another had been searching for an Elephant Tiger Moth.
- Staff skilfully help children to think for themselves, such as assessing risks and

following their own ideas. For example, children become animated in their highly imaginative game. Staff step in when there is a difference of opinion, and they all have a vote on what happens next. As a result, children play together harmoniously.

- Staff role model to babies how to engage with others, and older children develop an impressive sense of justice and empathy, such as pointing out if a child has not had a turn at something. Children take responsibility, celebrate each other's achievements and have pride in their own.
- Children have an impressive understanding of the importance of hygiene, such as washing their wellingtons and hands after being with the animals. Children become highly independent because staff teach toddlers how to wash their hands thoroughly, giving them plenty of time to manage for themselves, so when they get older they need little supervision.
- The consistent, enthusiastic staff confirm the excellent support they receive from the managers, including gaining qualifications. They now have three staff who hold early years teacher status. The managers provide training, such as emotion coaching, and plan and lead activities, such as dramatising a book with children, providing outstanding role models. Parents confirm the excellent communication and partnerships with them. They comment how staff 'turn education into an adventure'.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	EY452129
Local authority	Wiltshire
Inspection number	10347048
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	0 to 11
Total number of places	75
Number of children on roll	293
Name of registered person	Leaping Frogs Day Nursery C.I.C.
Registered person unique reference number	RP909375
Telephone number	01747 840373
Date of previous inspection	9 August 2018

Information about this early years setting

Leaping Frogs Day Nursery CIC registered at its current location in 2012. The nursery operates from the outskirts of Zeals, near Warminster, Wiltshire. The nursery is open for 51 weeks of the year, closing only for bank holidays and between Christmas and New Year. It is open from 8am until 6pm, Monday to Friday. During the school holidays, the nursery provides an optional holiday playscheme. The nursery receives funding to provide free early education for children aged two, three and four years. There are 27 members of staff employed to work directly with the children. Of these, three hold early years teacher status, one holds a relevant qualification in early years at level 6, 13 staff hold relevant qualifications in early years at level 3 and a further nine staff hold qualifications at level 2.

Information about this inspection

Inspector

Elaine Douglas

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- One of the owner/managers and the inspector completed a learning walk together to discuss the early years curriculum.
- The inspector spoke to staff at convenient times during the inspection and observed the quality of education they provide indoors and outdoors.
- One of the owner/managers and the inspector conducted a joint observation of the oldest children engaged during snack time and discussed the quality of teaching and the impact this was having on children's development.
- The inspector spoke with parents and children and took account of their views.
- The owner/managers and inspector discussed the leadership of the setting and the inspector sampled documentation.

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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