

The Little Green Frog

Inspection report for early years provision

Unique reference number

EY287150

Inspection date

28/01/2010

Inspector

Tara Street

Setting address

Ashfield Primary School, Weston Lane, Otley, West
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Telephone number

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Type of setting

Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

The Little Green Frog is privately owned and managed. It opened in 2004 and operates from a self-contained building within the grounds of Ashfield Primary School in the Otley area of Leeds. There are no issues which may hinder access to the premises. Children have access to a secure enclosed outdoor play area. A maximum of 58 children aged under eight years may attend the nursery at any one time. The nursery currently takes children from birth to five years. It is open Monday to Friday from 7.30am to 6pm and closes for bank holidays, the week between Christmas and New Year, and one day a year for staff training.

There are currently 91 children on roll who are within the Early Years Foundation Stage; of these, 23 are in receipt of funding for early education. The nursery supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are 27 members of staff, including the manager and deputy manager, who work directly with the children. Of these, 13 staff hold early years qualifications at level 3 or above and three hold qualifications at level 2. The nursery manager has Early Years Professional Status and the deputy manager is qualified at level 4. The nursery is a member of the National Day Nurseries Association and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy a good range of stimulating activities in this bright and welcoming environment. They are supported well by enthusiastic and friendly staff who ensure that children's individual needs are met. Staff have a clear understanding of the Early Years Foundation Stage and, as a result, children make good progress. Quality assurance and self-evaluation systems are used satisfactorily to monitor the provision and identify future targets, although some of the records required for the safe and efficient management of the provision are not fully in place.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure written permission is gained from parents for each and every medicine before it is given (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register) 28/01/2010
- request written permission from all parents for seeking any necessary emergency medical advice or treatment 15/02/2010

in the future (Safeguarding and promoting children's welfare).

To further improve the early years provision the registered person should:

- review the organisation and presentation of the role play area to ensure children are appropriately stimulated and challenged
- provide more regular opportunities for children to independently access and develop their skills in using information and communication technology and ensure battery operated resources are in good working order
- ensure the record of regular risk assessment checks includes all the necessary information.

The effectiveness of leadership and management of the early years provision

Effective staff recruitment and induction procedures are implemented appropriately, so that children are cared for by suitable, qualified adults. For example, appropriate checks are carried out and references obtained. Most of the records, policies and procedures which are required for the safe and efficient management of the nursery are in place. However, written permission is not consistently requested from parents for the seeking of any necessary emergency medical advice or treatment in the future. Written permission is not consistently gained from parents for each and every medicine before it is given. These are requirements of the Early Years Foundation Stage. All staff have an up-to-date understanding of safeguarding children issues. Clear risk assessments of the areas accessed by the children are conducted and the nursery is stringent in the organisation of routines to ensure children's safety is prioritised. However, the record of regular safety checks does not always include all of the relevant information.

The nursery demonstrates a satisfactory understanding of where the areas for improvement are and is committed to changes that will benefit the children who attend. Regular staff meetings provide valuable opportunities for staff to share good practice and to identify their training needs, which are prioritised by the manager. Recommendations made at the last inspection have been appropriately addressed. A positive equality and diversity policy outlines a commitment to promoting inclusive practice at the nursery, ensuring all children can achieve as well as they can regardless of their background. The staff's organisation of the environment and resources appropriately supports children to become independent learners and develop confidence.

Adults demonstrate a clear commitment to working in partnership with parents and provide regular opportunities for them to become involved in the life of the nursery. They exchange detailed verbal information at the end of each session and provide regular informative newsletters which keep parents informed about what the children have been doing and the care they have received. The nursery has also successfully established good links with the other early years settings that

children attend, through monthly progress reports, to ensure optimum continuity of care and learning.

The quality and standards of the early years provision and outcomes for children

Children are happy and settled in the nursery. Babies show a real sense of security as they respond warmly to their key person and enjoy the one-to-one attention they receive. Older children rapidly develop confidence, so that they explore their environment with ease and are eager to try new experiences. For example, young children show delight as they explore the dough and sand trays. Older children develop their powers of concentration and work determinedly to complete large puzzles. Staff work closely with the children and, by using their good knowledge of the Early Years Foundation Stage, they effectively promote all aspects of children's learning and well-being. For example, adults play alongside children in the creative area, talking with them and extending their learning. Planning is securely based on the children's interests and achievements and helps to guide staff in their delivery of the curriculum.

Children's creativity is celebrated as their artwork is displayed throughout the nursery. Children clearly love to sing and dance, and respond to different types of music from an early age. Children are well supported in developing their skills and knowledge to help them make sense of the wider world, as they make regular visits into the local community. However, although children enjoy playing in the in role play areas, these are not consistently presented well enough to provide a stimulating environment where children can effectively act out familiar scenarios and develop their imagination. An understanding of numbers is developed through the simple counting of objects and older children recognise and repeat patterns with building blocks as they play. Similarly, children's information and communication technology skills are effectively promoted as they experience a good range of opportunities to access resources, such as a camera, a compact disc player and a computer. However, this aspect is less well developed in the baby and toddler rooms because most resources are not freely accessible to the children and some battery operated resources are not in good working order. Pre-school children develop good listening skills that enable them to take turns in discussions and express their opinions clearly. Such skills ensure they are well prepared for their future success.

Children show an appropriate sense of security and belonging in the nursery. Young children respond excitedly to the familiar faces of the staff and readily seek out adults for comfort and reassurance when they are upset or tired. Older children show a good understanding of the expectations of their behaviour and comply willingly with the boundaries that are in place. Children enjoy a good range of opportunities to play actively and to be out in the fresh air. The climbing apparatus is sufficiently challenging and the choice of wheeled toys, balls, hoops and the mini beasts and garden area ensures there is something to suit all ages. Freshly prepared meals and snacks provide children with a very good variety of healthy foods that include lots of fresh fruits and vegetables. Staff support

children's ongoing good health by maintaining very good standards of hygiene at all times.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept). 28/01/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept). 28/01/2010