

Inspection of Leapfrog Neighbourhood Nursery

13 Yarborough Road, Southsea, Hampshire PO5 3DZ

Inspection date: 5 March 2025

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Staff give children a warm welcome as they arrive at nursery. They know the children well and develop secure and nurturing relationships with them. Children are confident to seek out staff for play and reassurance as needed. Staff recognise each child's unique personality and the additional support some children need, such as comfort and cuddles to help them settle. This helps children's emotional development.

Leaders have planned a clear curriculum designed to teach children a range of skills. For example, children learn about their immediate world, the wider world and how to look after themselves. Staff successfully implement this curriculum. For instance, they encourage children to be independent from when they start, by making choices in their play. Furthermore, they support children to develop their social skills as they play with their friends. This supports all children's learning and development, including those with special educational needs and/or disabilities (SEND).

Staff ensure that all children benefit from daily activities to support their physical development. They encourage babies to practise their early walking skills. For example, babies have low-level furniture to pull to stand and steps that they enjoy going up and down. Children are excited to spend time outside. For instance, they enjoy climbing up the climbing wall and delight as they slide through the tunnel and down the slides.

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

- Leaders and staff are passionate about their roles. Leaders understand the importance of supporting staff's well-being. They ensure effective, regular staff supervision sessions are in place. All staff have access to targeted training opportunities, which supports their professional development.
- Leaders and staff carefully monitor children's progress. This allows them to swiftly identify when children may need additional support for their learning. For example, staff are aware of which children need extra help with their speech and language development. They work with other professionals effectively as a team, to help close any gaps children have. For instance, leaders have used additional funding that children are entitled to, to further enhance resources to support children's communication and language development.
- Staff plan to build on what children already know and can do. They notice when children make links to previous learning, such as when children remember flipping pancakes. Staff encourage children to recall past experiences and help them to develop new learning. For example, children learn about shape and size while making pancakes with play dough. Furthermore, they initiate new learning

strategies, such as heuristic play, to support babies to problem solve, experiment and explore. However, on occasion during group activities staff do not recognise when children become unsettled and distracted, meaning they do not benefit fully from the intended learning. This does not consistently support children's listening and attention skills.

- Staff plan many opportunities to help promote children's independence and self-help skills. For instance, staff encourage children to put their own coats and shoes on to go into the garden. There is a clear routine in place that children know and understand. For instance, children know where to put their belongings and are supported to self-register when they arrive.
- Staff promote and support children's behaviour well, most of the time. Staff understand the importance of role modelling. For example, they help children who have minor conflicts resolve them positively and support children to learn how to tidy up. However, at times, staff do not provide consistent guidance to help children learn about what is acceptable. For instance, staff do not always support children to understand how their behaviour could impact others. This does not consistently support children to learn right from wrong.
- Staff establish positive relationships with parents. They gather detailed information from them when children first start. This helps staff to identify clear starting points for learning. Staff share information about children's learning and development with parents and provide resources, such as familiar stories to read at home. This supports children's early literacy skills.
- Leaders and staff recognise the importance of giving children opportunities to develop an understanding of their community. For example, children frequently visit local places of interest. Staff support children to learn about their own and other's cultures and beliefs. For instance, they celebrate festivals and invite families in to take part in activities linked to other cultures. This supports children to have a sense of belonging and learn about the wider world.

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:

- strengthen the organisation of small group times, to ensure children benefit fully from the intended learning
- support staff further to give consistently clear messages, so that children know and understand the expectations of their behaviour and learn right from wrong.

Setting details

Unique reference number	EY274463
Local authority	Portsmouth
Inspection number	10380418
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 3
Total number of places	54
Number of children on roll	49
Name of registered person	Leapfrog Nursery School Limited
Registered person unique reference number	RP908996
Telephone number	02392 643776
Date of previous inspection	7 June 2019

Information about this early years setting

Leapfrog Neighbourhood Nursery, registered in 2003. It is one of three privately owned nurseries. The nursery is located in Southsea, Portsmouth. It is open 8am to 6pm, Monday to Friday, 50 weeks of the year. The nursery provides funded early education places for children aged two-years-old. It employs 13 members of staff, nine of whom hold relevant early years qualifications at level 3.

Information about this inspection

Inspector

Nicole Atkinson

Inspection activities

- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual, the area manager and the manager about the leadership and management of the nursery.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Staff spoke to the inspector about how they support children with SEND.
- The manager and the inspector carried out a joint observation during a group activity.
- Parents shared their views of the nursery with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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