



Leapfrog Day Nursery - Nottingham, Daybrook

Inspection report for early years provision

Unique Reference Number	253182
Inspection date	19 June 2006
Inspector	Anne McKay
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Registered person	Leapfrog Day Nurseries (Trading) Ltd
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

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

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Leapfrog Day Nursery (Daybrook) is one of a chain of nurseries owned by the parent company. It opened in 2000 and is based in purpose built accommodation on two levels. The nursery is open each weekday from 07:00 until 19:00 throughout the year. Children are accommodated in areas according to their age and development and share a secure enclosed outdoor play area. The location is convenient to main

routes into Nottingham city centre and serves families from the local and wider area.

The nursery is registered to care for a maximum of 120 children aged under eight at any one time. There are currently 153 children on roll who have individual patterns of attendance. Of these, 39 children receive funding for nursery education. The setting supports children with special needs.

The nursery employs 30 members of staff. Of these, 18 hold appropriate early years qualifications and three are working towards a qualification. The nursery receives support from the local authority and is a member of the National Day Nursery Association.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is generally promoted well by staff. They follow sound health and hygiene practices that reduce the risk of cross-infection such as consistently wearing disposable aprons and gloves when serving food or when changing nappies. Most children learn about personal hygiene through the daily routine although children in the pre-toddler room are not learning this from staff consistently and do not always wash their hands before eating. Children throughout the nursery are protected by a clear and well implemented sick child policy that excludes children who are ill or infectious. Suitable systems are in place to record accidents that occur and any treatment that is given. These are shared responsibly with parents to promote consistent care for the children. Written parental consent is obtained before administering medication and a system is in place to ensure records are signed by parents to acknowledge the dose has been given. However, in the pre-toddler room the records are not consistently clear and have not all been signed by parents. This means there is a potential to compromise the health of children. Sufficient information is recorded regarding individual children's health needs to ensure that all staff are aware of the appropriate responses to promote and maintain children's welfare.

Children exercise every day through games and activities indoors and whilst playing outside in the large and well designed playground. Children enjoy a varied diet of well balanced, nutritious food. This is prepared on site from fresh ingredients and served to the children in their individual group rooms. Meal times are social occasions so that children settle to eat their food without pressure. There is an efficient system in place to ensure staff are well informed about individual children's dietary requirements or allergies and these needs are met according to parents' wishes. Children have access to fresh drinking water at all times so they do not become thirsty or dehydrated. Staff ensure younger children are offered drinks regularly and older children can help themselves. Children are reminded by staff to drink more during the hot weather.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children play in rooms that are mostly well organised, bright and welcoming. The pre-school and toddler rooms offer very welcoming and stimulating environments for the children but the baby and pre-toddler rooms are slightly less welcoming. This is mostly due to the way the space is organised and used. There is no domestic style furniture in the baby room to assist children in developing their mobility and to provide an environment that continues their normal life experiences. This also means that staff have to sit on the floor to cuddle and bottle feed babies which impacts on the comfort of both babies and staff. There are adequate resources available throughout the nursery to promote the children's development in all areas. Staff state that toys and activities are rotated and shared between the rooms to ensure children have a varied range to play with to maintain their interest and to challenge them. However, in the pre-toddler room the resources are very limited and staff do not set out different toys for the children to play with each day. This means that children sometimes appear bored and under-stimulated. Children in this room do have access to a soft play area which they enjoy using and which is used creatively by staff to promote children's physical and creative development.

Children play safely in the nursery as regular risk assessments are undertaken and effective measures are taken to minimise any potential hazards that are identified. Children are supervised at a level that is appropriate to their age, level of understanding and ability so they are protected from accidents whilst developing their independence. Children practise the evacuation procedure so they learn what to do in an emergency. Suitable arrangements are put in place to ensure children's safety on outings. Children are protected by the staff's sound understanding of their responsibilities with regard to child protection.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are generally settled and secure in the care of staff as they have positive relationships that help them to settle to play and learn with confidence. There are some occasions when babies and younger children receive inconsistent levels of interaction and support. This means they are less confident in choosing what to do and becoming involved in activities. Children enjoy a mixture of free play when they can choose from the selection of toys set out for them and focused activities organised by staff. The nursery has begun to use the 'Birth to three matters' framework effectively to inform their planning and assessments. Most children are involved in a good variety of activities that promote all areas of their development. However, the children in the pre-toddler room sometimes appear uncertain about what to do as they have access to a limited variety of toys to choose from. The planning in this room is less consistent and not always effectively put into practice to promote children's development in all areas. Children generally receive appropriate support from staff to promote their development, according to individual need. Staff play at the children's level and asks questions that encourage them to think. Children are shown how to do things and then encouraged to experiment and to solve their own problems so they learn new skills. This is a strong area in the toddler room. Children learn about colour, shape, numbers and letters. Children enjoy playing

imaginatively and have opportunities to develop their social and communication skills as they chat to each other and to staff during play and at meal times.

Nursery education

The quality of teaching and learning is good. Children are making steady progress towards the early learning goals. They are excited about attending the pre-school and are interested in the good range of activities provided, which ensures they remain engaged and motivated to learn. The broad range of resources and activities available each day ensures they are given opportunities to make progress in all areas of learning. Children's personal and social skills are a particular strength as they rapidly develop confidence and independence. Children make decisions and select resources independently. They work co-operatively together.

Staff have a good knowledge of the 'Curriculum guidance to the foundation stage'. Effective planning covers all areas of learning and regular observations of the children inform the children's assessment records. Staff have a good idea of what individual children need to learn next but the planning does not clearly differentiate between learning outcomes for children of different ages and abilities. This is important for the staff in the toddler room who are delivering the planning to some funded three year olds who have not yet moved into the pre-school room. Good levels of staff support mean children receive a balance of child-initiated and adult-led activities which means children learn through their play. Staff use effective questioning techniques that help children think and reason within their play which promotes their learning.

Children talk confidently, answering questions and volunteering information. They take turns in conversations and persevere to make themselves understood. They use words effectively to share their experiences in a small group or to negotiate roles in imaginary role play. Children enjoy listening to stories and select books to look at for their own enjoyment. Children enjoy mark making and are encouraged to write their names and have some opportunities to make marks during role play activities and when painting and drawing. Children use numbers confidently within their play. This is supported by staff who use many opportunities initiated by the children to challenge them and extend their learning. Children can count competently and begin to use basic addition and subtraction during the daily routine and when singing nursery rhymes. Children explore a range of different materials and textures in their play and in art and craft activities. Children become absorbed in activities and can remain on task for an extended period, showing obvious pleasure in their achievements. This promotes children's confidence and self-esteem.

Children learn about everyday technology through playing with a variety of electronic toys. They also have access to a computer and learn basic skills in using the mouse to negotiate programmes. Children develop a sense of time and place through discussions at circle time that link their home and nursery experiences. They play with a good selection of toys that reflect diversity and have visits from people in the community so they learn about the wider world. Children have good independence skills and these are promoted by staff who encourage children to pour their own drinks and put their own coats and shoes on. Children move around the nursery and negotiate space both indoors and outdoors with confidence. Children manipulate

small tools such as scissors and glue spreaders competently showing good manipulative skills and co-ordination. They have good opportunities to develop their physical skills such as climbing and balancing when they are playing outside where they have access to a good range of large equipment.

Helping children make a positive contribution

The provision is satisfactory.

Children's individual needs are addressed through clear communication with parents to ensure all relevant information is recorded to enable staff to provide continuity of care. There is a daily verbal exchange of information to ensure information is up to date and relevant written parental consents are in place to cover aspects of care, such as applying sun cream, although there are times when these are not consistently checked. This has the potential to compromise the welfare of a child. Parents of younger children are given a daily diary with basic information about their child's daily routine and what activities their child has taken part in, although this information is not always accurate in the pre-toddler room. There is a clear policy of inclusion and children with special or additional needs are supported through close liaison between parents and the nursery staff. Children learn about wider society through access to a reasonable range of resources that reflect positive images of diversity although no such resources were accessible to children in the pre-toddler room during the inspection. This means some children have more limited opportunities to learn about the wider world or to explore aspects of their identity. Children behave well and respond positively to clear guidelines from staff who use age appropriate and sensitive strategies according to the age and level of understanding of individual children. Children are praised for good behaviour and for their achievements which helps to promote their confidence and positive self-esteem. The social, moral, cultural and spiritual development of funded children is fostered.

The partnership with parents and carers of funded children is good. Parents are given clear information about the 'Curriculum guidance for the foundation stage' so they understand how their children are being taught. They have regular access to the planning as it is displayed on the notice board. Detailed Information about what the children are learning over the six week topic is given to parents so they have it for reference to help them support their child's learning at home. Strong links have been established between home and the setting to enable parents to be involved through such measures as bringing items in to share. There are optional systems in place for parents to support their children in doing some homework if they want to. Parents have the opportunity to attend parents' evenings to view their children's work and discuss their progress.

Organisation

The organisation is inadequate.

Children are generally cared for within a welcoming environment that is organised to give them space to play, rest and eat in comfort. It is a safe place for children as suitable risk assessments are undertaken and kept up to date. Clear systems are in

place to appoint suitable staff who have the skills and experience to plan and provide appropriate play and learning opportunities for the children. However, the deployment of staff within the setting is not efficient and the staff do not always have the required experience, knowledge of child development or skills to meet the children's needs consistently. This is particularly evident in the pre-toddler room although the nursery have recently appointed a senior nursery nurse to take responsibility for this room. The nursery have been without a clear line of management for some time and this has impacted on the daily running of the nursery. The welfare and care of the children is informed by sound policies and procedures that are well organised, up to date and accessible. All relevant and essential documentation is in place and most records are well maintained and up to date.

The leadership and management of funded children is good. Staff have an excellent understanding of the 'Curriculum guidance for the foundation stage' and implement it effectively to ensure children receive a balanced curriculum over the six areas of learning. The planning is thorough and balanced, meeting the needs of individual children and of the group as a whole. Children's progress is monitored and their individual next steps for learning are planned for. There are effective systems in place to monitor the provision, including seeking and acting upon advice from the local authority. Staff have a strong commitment to improving the outcomes for children.

Overall, children's needs are not met.

Improvements since the last inspection

The nursery has made a number of improvements since the last inspection, as a result of recommendations raised at the last inspection and of actions and recommendations raised during complaint investigations. They have improved their systems for recruitment to ensure they undertake all relevant checks to ensure they only appoint suitable staff to work safely with the children. They have also put systems into place to ensure they inform Ofsted when there is a change of the person in charge so that appropriate checks can be undertaken to ensure that person is suitable to care for children. Some improvements have been made to the deployment of qualified and appropriately skilled staff but this has been raised again as a significant area for improvement at this inspection.

The nursery has made a number of changes to the provision of food. They have improved the systems for recording children's individual dietary needs. There is now clear communication with parents to share this information and effective systems to ensure that all staff are informed of individual children's dietary needs whether they are from parental preference or through a health requirement. This minimises the potential for children's health being compromised. The nursery has reviewed and improved the menus it offers to children. Children now receive a varied diet that is well balanced nutritionally. The portions of food offered to children have been increased to ensure they have sufficient food to eat and children's independence skills are being promoted through access to appropriate cutlery and crockery according to their age and stage of development.

The equipment available to the children has been reviewed to ensure it safe for children to use and some items of equipment in the baby room have been replaced. The complaints procedure has been developed to include the contact details of the regulator so parents know who to contact if they wish to make a complaint. The system for recording accidents and injuries has been improved to promote continuity of care for the children by ensuring sufficient detail is recorded to inform parents of what has happened to their child. The child protection procedures have been revised so they include clear procedures to follow if an allegation is made against a member of staff. The planning for funded children has continued to be developed to include observations of children to assess their achievements and inform future planning for their next steps in learning.

Complaints since the last inspection

Ofsted have received five complaints since 1 April 2004. Concern was expressed to Ofsted about the behaviour of a member of staff towards a child; about the nursery not respecting parental wishes in relation to nappy changing and that a child had sustained a bite mark which staff were unable to explain. Ofsted asked the provider to investigate. The registered person identified a breach to National Standard 11 (Behaviour) and confirmed that action had been taken to address the issues with the member of staff concerned. The provider reviewed the arrangements for recording parents' wishes regarding nappy changing arrangements. No further action was taken and the provider remained suitable for registration.

Concerns were raised with Ofsted about injuries to a child; the information given to parents about these and a possible lack of appropriate supervision; about the nursery not meeting specific dietary requirements of individual children. A childcare inspector made an unannounced visit to investigate under National Standards 2 (Organisation), 6 (Safety), 7 (Health), 8 (Food & Drink), 9 (Equal Opportunities), 11 (Behaviour) and 12 (Working in Partnership with Parents and Carers). There was no breach in National Standards with regard to these issues. However the nursery were asked to improve the systems for recording of injuries to children; to improve the systems for obtaining and recording information about individual children's dietary and health requirements; to ensure there is a named staff member within the setting who is responsible for behaviour management and that a record of all complaints is maintained. The provider remained suitable for registration.

Ofsted received a complaint which raised concerns about the suitability of a staff member. A child care inspector made an unannounced visit to investigate in relation to National Standard 1 (Suitable person) and 14 (Documentation). Ofsted also requested the provider's head office to conduct an internal investigation and report back. As a result of the investigation visit the provider was given one action under National Standard 14: to ensure the early years child care inspector is informed of any changes to the person in charge. The provider remained suitable for registration.

A complaint was made that there were insufficient qualified staff in the nursery. This relates to National Standard 2 (Organisation). Ofsted asked the provider to investigate. The provider reported that they had reviewed their system to ensure a correct balance of qualified and unqualified staff across the setting. Ofsted was

satisfied that the provider had taken appropriate steps to address the concern, and the provider remained qualified for registration.

Concern was raised with Ofsted about the food provided for children; the information given to parents about what children eat; the safety and adequacy of equipment and toys; the state of cleanliness of the setting; and the level of staff cover at the end of the day. This relates to National Standards 2 (Organisation), 4 (Physical environment), 5 (Equipment), 8 (Food and drink) and 12 (Partnership with parents and carers). A child care inspector made an unannounced visit to investigate on 16/05/2006. Breaches in standards were identified at the visit, and the registered provider was served with a compliance notice requiring that he ensure that all children are provided with adequate meals and that Ofsted is notified of changes in the person in charge. The provider also agreed to actions to deploy staff effectively within the premises and ensure that all equipment is in a good state of repair. Ofsted visited again on 25/05/2006 and found that suitable action was being taken to address these issues. The provider remained qualified for registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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The quality and standards of the care are inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care, the registered person **must** take the following actions:

- ensure that all staff have the appropriate experience, skills and ability to do their jobs

These actions are set out in a **notice of action to improve** and must be completed by the date specified in the notice.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- improve the planning to include clear learning outcomes for children of different ages and abilities

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk