



Leaps and Bounds Day Nursery

Inspection report for early years provision

Unique Reference Number	EY315912
Inspection date	21 March 2006
Inspector	Anne Mitchell
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Registered person	Victoria Jane Cadman
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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Leaps and Bounds Day Nursery opened in 2005. It operates from two large rooms on the ground floor of a converted house.

It is situated in the Winton area of Bournemouth. A maximum of 12 children may attend the nursery at any one time. The nursery is open each weekday from 08.30 to 18.00 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 12 children from 2 years to under 5 years on roll. Of these, 3 receive funding for nursery education. Children come from the local area. The nursery supports children with special needs.

The nursery employs three staff. All of the staff hold appropriate qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is effectively promoted through good hygiene procedures. They are encouraged to use the toilet facilities independently, with adult support as required. Children automatically wash their hands after using the toilet, and are praised for doing so. They use the step stool to reach the sink, using soap and each child has their own towel, to limit the spread of infection. Children's dental hygiene is successfully supported through the provision of individual toothbrushes and toothpaste for use after meals. Clear written policies and procedures are effectively followed by staff to limit cross infection, such as the use of disposable gloves during nappy changing and cleaning routines prior to snack. Children's health is effectively supported through the documentation to record accidents and medication. Children can be treated immediately in the event of minor accidents as two staff hold current first aid certificates.

Children's dietary health is successfully promoted through the provision of healthy snacks and access to drinking water throughout the day. There is a mini water dispenser for children's use. Children have toast with marmite, honey or jam in the morning and a choice of fresh fruit during the afternoon. Children's records include details of food allergies and special diets to ensure children's dietary health is well supported. Plans include food tasting activities to extend children's understanding of healthy eating. Children bring their own lunch boxes and staff have been pro-active in encouraging parents to include a range of healthy snacks through a locally organised healthy eating programme, and by providing leaflets with hints and tips.

Children have daily opportunities for fresh air and exercise in the nursery garden, as well as planned local outings to parks and local attractions. There is a good range of play equipment to encourage children to climb, balance and pedal.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children access a range of resources safely, from low level storage units and drawers. They enjoy access to a broad range of well maintained toys and equipment, as staff follow policies and procedures in place to ensure equipment is checked and cleaned on a very regular basis.

Children's security is protected through clear and thorough policies and procedures for signing children in and out. Entry to the premises are well monitored to keep

children safe and secure. Regular evacuation procedures are practiced so children know how to leave the building quickly in an emergency. Children's safety is further promoted through the use of detailed risk assessments, developed with support from a health and safety advisor. Daily visual checks by staff ensure the premises are safe inside and out for children to use. Children are well supervised and learn about keeping themselves safe through reinforcement by staff. One boy jiggles on his chair and is gently reminded by staff to sit still so he doesn't fall. However, the use of socks on the laminate floor is a slipping hazard.

Children are protected from harm and neglect through the staff's clear knowledge and understanding of child protection issues, and the well written policies and procedures that are shared with parents.

Helping children achieve well and enjoy what they do

The provision is good.

Children are provided with a broad range of activities which contributes to their all round development. They are very well occupied throughout the day with play opportunities that interest and engage them. Many activities are very much child led. A small group of children play a story tape and become very interested in the story about camping at night. Staff extend this by giving all children torches, and providing a pop-up tent. All children attending then act out the story, 'searching' for different animals in the night with their torches. Children's imagination is fostered through a well resourced home corner and a variety of good quality dressing up clothes. Children benefit from the effective use of the outdoor area for physical play.

Nursery Education.

The quality of teaching and learning is satisfactory. Staff have a sound knowledge of the Foundation Stage curriculum and plans cover all areas of learning. However, staff only plan one key activity each day. Written observations of children's progress are used to plan the next steps, and to develop each child's individual play plans. Staff use suitable teaching methods to help children learn. For example, they encourage and praise children for their efforts and use open ended questioning well to help children learn. However, planned activities are not always organised effectively and on occasions children lose interest. Younger children have suitable support as required. However, planned activities do not challenge more able children sufficiently. Staff speak to all children with respect and interest, providing a good role model. Children are well behaved, polite and thoughtful to each other. Children's development is particularly well fostered in their personal, social and emotional development and in their physical play.

Children come into the nursery with enthusiasm and excitement. Children are clearly confident and are very much at home in the setting. They have good relationships with staff and with one another. A child seeks out a member of staff to help set out the cars and trucks, for example. Children have high levels of self esteem. They recognise themselves in photos displayed. Children have good opportunities to be independent, using the toilet, washing their hands and dressing for outdoor play, for example. Toys and play equipment are easily and safely accessible to children,

stored in low level drawers and shelves. Children visit their own named drawers to store their pictures and special toys. At snack time children spread their own butter and marmite or jam on their toast. Children talk freely about their home lives, and staff take a genuine interest in what they have to say.

Children are confident speakers and interaction with adults and peers is good throughout the day. Children are also developing appropriate listening skills. They listen to a member of staff at story time, and participate with enthusiasm in parts of the story they are familiar with. Children playing in the tent use language skills to describe their experience, such as 'dark and spooky' and 'there's a great big elephant with tusks!'. There are opportunities for children to begin to recognise some text around the room, with labelled equipment. Children write their names on the chalk board on arrival to the nursery. Although pencils and paper are accessible to children, they do not use these regularly to make marks or write for a purpose. Children paint and colour, although staff usually write children's names on their work for them. This limits children's opportunities to write and make marks freely.

Children are able to count confidently to 10. They enjoy counting in familiar rhymes and songs. A 4 year old talks about his birthday, and shows 4 fingers to illustrate how many candles on the cake. Children enjoy simple Maths programmes on the computer. Children are not always encouraged to calculate and count for a purpose, counting at snack time for example, to determine how many cups, plates and knives are needed. Children recognise and name shapes confidently. They choose different shaped and coloured cushions to sit on at circle time and story time. Some children use mathematical language such as bigger, smaller, long and short. However, staff do not use this language in everyday play to encourage children's understanding further.

Children have regular access to a computer and are developing mouse control, and use simple programmes. Children have regular opportunities to use construction toys to build, join and make models. Children have a developing sense of time and place, discussing family events, what happened on their holiday, and what they will be doing at the nursery in the near future. Children are becoming aware of the beliefs of others through their exploration of diverse cultural festivals as well as more familiar celebrations, such as Chinese New Year and Mother's Day. Resources positively reflect cultural diversity and disability to enhance children's respect and understanding of others.

Children are able to explore colour and texture through planned activities such as making play dough, painting and cookery. Children confidently name colours. Many creative activities are adult led and children lack opportunities to use their own imagination or select resources. Children have regular opportunities to enjoy planned music sessions provided by a visiting musician. They participate in singing, action rhymes and dancing with enthusiasm. Children enjoy using their imagination in home corner, through miniature play and in the garden.

Children show good control in kicking a ball with accuracy, and catching with increasing confidence. They are skilled at balancing on the winding balance beam in the garden. The children benefit from the provision of a large climbing frame with slide, ropes and ladders, which helps children of all abilities to develop their large

muscle movements. Children's small muscle movements are developed through a range of activities such as puzzles, threading beads, using pencils and crayons, scissors and rollers. Children learn about keeping healthy through planned projects such as healthy eating, and visits from the dental hygiene nurse.

Helping children make a positive contribution

The provision is good.

Children benefit from the welcoming environment and brightly decorated playrooms. Children's art work is displayed, as well as photographs of the children who attend involved in a variety of activities. This gives children a sense of belonging within the group. Children's understanding of the wider world is effectively supported through the posters, books, home play and puzzles that provide positive images of diversity and disability. Children explore diversity through celebrating cultural festivals such as Chinese New Year. Children's individual needs are successfully met through the staff's knowledge of their favourite activities, fears and family. Links between home and the setting are effectively encouraged by the use of a family photo album kept by each child in their drawer. Children enjoy looking at the pictures with staff and talking about their family and friends. Children with special needs are effectively supported by knowledgeable staff. Children are well behaved. Staff have high expectations for their behaviour, and are good role models. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents is good. They are provided with clear information about the setting. A comprehensive prospectus includes key policies and procedures. A monthly newsletter keeps parents informed of themes and projects, and reminders of key dates for parent evenings, for example. There is a successful parent rota now in place which helps parents become active in children's learning in the setting, and provides additional support for the regular local outings that children enjoy as part of their routine. Staff are available to parents at the beginning and end of the session, for informal discussion. Parent meetings are organised termly to enable them to discuss their children's progress and achievements. Parents are actively encouraged to share in their child's learning through the current theme.

Organisation

The organisation is good.

Children benefit from being cared for by well trained and suitably checked staff. Staff have a clear commitment to on going training. All staff working with children are suitably qualified. There are effective recruitment and checking procedures in place to ensure new staff are suitable to work with children. Space is organised well to provide children with different areas for play, however the laminated floor area is sometimes a slipping hazard. Successful policies and procedures are in place and staff follow these to provide effective care, and to promote children's health and wellbeing.

Leadership and management of the setting is satisfactory. The registered person is

committed to improvement and visits other settings for support and advice. Staff have regular appraisals which considers their training and development needs. Regular staff meetings serve to assess practice and to discuss improvements. However, procedures to monitor the nursery education are not always effective. A suitable operational plan is available including policies and procedures that underpin the setting's practice. The registered person meets with staff daily to discuss children's progress and improvements to be made. Monitoring and evaluation of planned activities, however, is not always effective.

The setting meets the needs of the range of children for whom it provides care and education.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been no complaints about the provider received by Ofsted since the last inspection. 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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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

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

- continue to ensure children are safe by reducing the risk of slipping

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):

- develop children's creative play to enable them to select resources

independently and use their own imaginations

- extend planned activities to ensure all areas of the curriculum are covered effectively and provide sufficient challenges for more able children
- ensure the organisation of planned activities supports children's learning effectively

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