



## Leapfrog Day Nursery - Sudbury Hill

Inspection report for early years provision

<b>Unique Reference Number</b>	EY307311
<b>Inspection date</b>	11 May 2006
<b>Inspector</b>	Christine Bonnett
<b>Setting Address</b>	Leapfrog Day Nursery, Greenford Road, Greenford, Middlesex, UB6 0HU
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<b>E-mail</b>	
<b>Registered person</b>	Leapfrog Day Nurseries (Trading) Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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 satisfactory. 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?

Leapfrog Day Nursery is one of 101 nurseries run by Leapfrog Nurseries (Trading) Ltd. It opened in 2004 and operates from a purpose built nursery in Greenford, in the London Borough of Ealing. A maximum of 100 children may attend the nursery at any one time. It is open each weekday from 07:30 to 18:30 for 52 weeks of the year. All children have access to secure enclosed outdoor play areas.

There are currently 113 children aged four months to under five years on roll. Of

these, 24 children receive funding for nursery education. Children come from the local and wider community. The nursery supports children with special educational needs.

The nursery employs 28 staff, of whom 13, including the manager, hold appropriate early years qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children's health is promoted as staff implement effective hygiene procedures to minimise the risk of cross-infection within the provision. For example, staff wear disposable gloves and aprons when changing nappies, and antibacterial spray is used to wipe tables before meals. Children are learning the importance of good personal hygiene because they understand why they must wash their hands after using the toilet and before meals.

Staff have current first aid training and thorough records are maintained of accidents and the administration of medication to help ensure the well-being of the children. Although children are cared for in a welcoming and inviting environment, the carpeted areas in four of the children's rooms, including the baby room, are noticeably stained and ingrained with dirt. This poses a hazard to children's health, particularly for babies who are crawling.

Children have good opportunities to enjoy physical exercise. The large gardens enable them to run, climb and pedal within a secure environment. In addition, weekly "Kinderama" music sessions, available for the older children, provide chances for them to dance and develop control of their bodies. Consequently, children are learning that exercise is good for them as well as being fun.

Children enjoy nutritious and well-planned meals, such as chicken casserole, fish pie and curries. Fresh vegetables and fruit are routinely provided. Children's individual dietary needs are known and carefully observed by the cook and childcare staff. The independence of the older children is encouraged as they regularly serve themselves at mealtimes.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children move around freely in an environment that has no obvious safety hazards. The safety of children is important to the staff and any potential dangers are identified and quickly reduced. Effective reporting systems are in place to facilitate this. High priority is also given to making sure children will be safe in an emergency. The emergency escape plan is practised regularly, which should ensure that all children are escorted to safety quickly, should the need arise. Security of the premises is good which also helps to protect children from possible harm. For example, closed

circuit television cameras cover the outside of the building and an entry phone system is fitted to the front door to enable staff to monitor all visitors to the premises.

Babies are able to sleep and eat in comfort and safety as the nursery has appropriate furniture and equipment, such as full-size cots and highchairs. They are clean and in good condition.

Children have opportunities to exercise their freedom of choice and independence by being able to self-select much of the equipment available for them. There is a satisfactory amount of play equipment in each room to offer variety throughout the day.

Children's well-being is protected because staff have a clear understanding of their role in relation to child protection issues. They know the indicators of abuse and the procedure to be followed for reporting concerns.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Older children benefit from the care the staff provide. Overall, the interaction is warm and positive. Generally, the content of play periods is not planned to ensure that a stimulating range of experiences is available throughout the day for children to ensure their all-round development.

Children's vocabulary is developing as staff ask questions to make them think, and respond appropriately, for example, "what can you feel?". The Birth to three matters framework has been introduced to support children's learning in their earliest years.

Young babies are nurtured in a warm and comfortable environment in which they are relaxed and contented. The affectionate and gentle care given by the staff enable them to develop a sense of belonging and trust. Good eye contact is given by the staff and plenty of cuddles so that the children understand that they are valued by, and important to, their carers.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Staff are beginning to monitor the children's progress, and use the information to plan the next stage of learning. However, some staff lack knowledge and understanding of the Foundation Stage curriculum, and how to implement it effectively.

Children are learning to count and do simple calculation through the daily routine, for example, counting the number of plates needed at meal times. They are also learning to recognise mathematical shapes, such as triangle, and circle. Staff use mathematical language to develop the children's understanding at the water play tray, such as full, empty and half full. Although a computer is usually available for children to develop information technology skills, when it is not working, alternative equipment, such as cameras and telephones are not provided. There is no reflection of the natural world within the nursery. For example, there is no nature table, or

posters that depict the seasons.

Children have good opportunities to develop their coordination through planned movement sessions and general play in the garden. Older and more able children are offered challenge and daring as their garden contains a tall climbing frame. Children use this with confidence and skill. Children settle in to the routine quickly, and are forming meaningful friendships with others. In addition, they are gaining confidence to talk about their family and recall past events, such as their birthday party.

Children enjoy listening to stories in small groups. They concentrate well and are able to answer questions about the text. Books are available, but lack of a cosy book corner does not tempt children to select them for pleasure. Little emphasis is given to encourage children to develop pre-writing skills or to recognise that letters form words, which in turn have meaning. Children have satisfactory opportunities to be creative. Painting is available routinely, and collage activities are also offered. However, the ill-defined and poorly equipped home corner does not encourage children to play imaginatively or purposefully.

### **Helping children make a positive contribution**

The provision is satisfactory.

Children benefit from effective working partnerships with parents, which contribute to their well-being. Parents of all children receive a written daily record which includes what, and how much, they have eaten, how long they have slept and what they enjoyed playing with that day. A parents' noticeboard displays a range of relevant information, and regular newsletters are produced. The policy and procedures folder is available for parents to consult on request. The partnership with parents of children who receive nursery education is satisfactory. Three monthly progress reports on their child are given, and parents are invited to comment.

Children with special needs are welcome in the playscheme. Some staff have attended Special Educational Needs Coordinator (SENCO) training to support children effectively. They liaise with other agencies to ensure the child's individual needs are promoted.

Although the children and staff come from a wide range of cultures and ethnic groups, there are limited resources available that positively reflect this rich diversity. Children's understanding of society and the world around them, including those with different abilities, is not being sufficiently promoted.

Children are valued and respected as individuals and are given appropriate praise and encouragement to enhance self-esteem and confidence. They become familiar with the routine of the nursery, and know what is expected of them. In addition, older children are learning the importance of sharing with their friends and taking turns, for example, giving up a bike to another child who is waiting. Generally, children are well behaved, but as there is insufficient planning of activities, some become bored and cause disruption amongst the others. However, staff use positive and

age-appropriate methods to manage all instances of unacceptable behaviour. This positive approach fosters children's social, moral, spiritual and cultural development.

## **Organisation**

The organisation is satisfactory.

Children's welfare is safeguarded because all required records and documentation are in place to ensure the smooth day-to-day running of the nursery and keep parents informed about the service provided. The written policies and procedures practised by staff also help ensure children's well-being and protection.

The leadership and management of the setting is satisfactory. The management team is committed to the promotion of good quality childcare and the full implementation of the Foundation Stage. Support is given to staff through appraisals and meetings. On-going training is also encouraged.

Children are adequately supervised at all times as there are sufficient numbers of staff appropriately deployed around the rooms. In addition, staff work well together as a team to ensure the immediate needs of the children are met.

The setting is meeting the needs of all the children for whom it provides care.

## **Improvements since the last inspection**

Not applicable

## **Complaints since the last inspection**

Since registration there has been one complaint in relation to National Standard 7; Health, regarding nappy changing procedures, and National Standard 12; Working in partnership with parents and carers, regarding poor communication with management. Ofsted visited the premises and discussed procedures relevant to the concerns. The registered person remains qualified to provide day care.

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.

## **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 satisfactory. 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 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):

- ensure flooring in all areas is clean at all times to promote the health of children.
- plan activities and play materials to provide a stimulating environment for children
- ensure resources are available and used which reflect positive images of culture, ethnicity, gender and disability

### **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):

- increase staff's knowledge and understanding of the curriculum guidance for the Foundation Stage in all six areas of learning to improve the quality of teaching and children's learning

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](http://www.ofsted.gov.uk)