



Leapfrog Day Nursery - Chandlers Ford

Inspection report for early years provision

Unique Reference Number	EY225569
Inspection date	28 September 2006
Inspector	Judith Reed / Coral Hales
Setting Address	Pilgrims Close, Valley Park, Chandler's Ford, Eastleigh, Hampshire, SO53 4SD
Telephone number	0238 0262703
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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

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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 part of a large chain of nurseries. The nursery opened in 2002 and operates in purpose built premises in Chandler's Ford, Hampshire. The nursery is divided into three units with access to enclosed outdoor areas at the side and rear. The nursery serves the local and surrounding areas. A maximum of 116 children may attend the nursery at any one time. The nursery opens five days a week all year around. Full days are from 8.00 to 18.00, sessions from 8.00 to 13.00 or 13.00 to 18.00. An additional hour is available at both the beginning and the end of the day at parents' request.

There are currently 135 children from three months to eight years on roll. Of these, 38 children receive funding for early education. The nursery currently supports a number of children with learning difficulties and disabilities and also supports children who speak English as an additional language.

The nursery employs 36 members of staff and 24 of these work full time. Of the total number of staff 21 hold appropriate early years qualifications and 10 members of staff are currently undertaking training.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are healthy as they are cared for by staff who follow most hygiene procedures. Most staff wear protective clothing of disposable aprons and gloves when performing nappy changes or serving food. Staff do not always follow set procedures when cleaning the high chair, changing table and potty after use and children are at risk of infection. Tissues are available in all rooms and are used as necessary. Children wash hands independently and use individual paper towels following using the toilet or potty. Children currently share a tub of water for hand washing before meals, while sitting at their tables. Used paper towels are placed on the clean table surface and children may be at risk of cross infection. Staff change sheets on cots in the baby room as necessary and routinely replace sheets on the cots in the sleep room each day. Senior staff oversee medication administration and ensure all necessary documentation is in place. Current accident recording procedures are complicated and time consuming.

Children experience regular opportunities to play outside. They particularly enjoy the digging area and use forks and spades to dig the earth. They fill wheel barrows and move the earth around the area. Children fill buckets with water and paint the walls. They confidently climb on the climbing frame and slide down the slide. A member of staff joins them climbing and sliding which enhances their fun and enjoyment. Children ride on tricycles and sit in cars moving them around the spacious outside play area. They throw and kick balls around as well as watching each others activities. Babies are taken outside in pushchairs. A soft play area is available inside the nursery which is used when children are unable to go outside for physical play activities.

Children are given a nutritious fruit snack during the morning and a light tea during the afternoon. They are provided with a cooked midday meal, such as jacket potato with beans and cheese or macaroni cheese with cauliflower and broccoli, as well as a pudding. Older children are encouraged to serve themselves from serving dishes and this can be time consuming. All children are encouraged to try unfamiliar foods. Menus are developed by the Leapfrog head office and are nutritionally balanced. They are displayed on the notice board for parents to see. Consideration is given to the children's dietary needs and preferences. Children are provided with regular drinks and children in the pre-school help themselves to water as they require.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a secure and welcoming environment. Thorough entry security systems are in place and closed circuit cameras operate throughout the nursery. Parents use their own security keys to let themselves into the building and take their children direct to their base rooms where staff welcome them. The nursery is divided into three main areas according to age groups. Pre-school children use upstairs and a lift is available if required, ensuring the

whole building is accessible. The entrance corridors have many notice boards with lots of information for parents displayed. Two outside play areas are available and they are both fully fenced and securely gated.

Children are safe as the building has many well planned safety features. All door handles and sockets are at high level to prevent children accessing them. Outside doors are locked but setting off the fire alarm automatically unlocks them to enable emergency evacuation. Appropriate fire safety equipment is in place. Base rooms are air conditioned to ensure they remain comfortable in hot weather. Suitable equipment is available to ensure babies are safe including reins, low and high chairs, and cots.

Babies are provided with a range of suitable toys and are encouraged to move around to access equipment from storage boxes and shelves. Staff are continuing to build on the range of treasure baskets available. Staff ensure toys are cleaned regularly. Toddlers and children up to three years old use four different rooms for their activities. They are moved around according to the timetable and have opportunities to use the creative equipment such as painting and imaginative toys as well as books, puzzles and construction toys. The pre-school is well resourced and is also divided into several different areas.

Children are safeguarded by staff and management who have knowledge of child protection issues and understand their professional duty regarding child protection. A child protection liaison officer is in place and staff have taken training in this area.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Babies and younger children are well occupied and settled at the nursery. Staff ensure babies individual routines are followed regarding feeding and naps. Babies are encouraged to chatter and find their own voice. Staff mimic their sounds back to them. They are helped to walk and enjoy hide and seek games as well as sitting in the ball pool. Toddlers are helped to develop their language and personal care skills. Staff use the Birth to three framework when observing and developing children's skills. Children begin to understand rules such as needing to wear aprons for playing in the water tray or finding a suitable overall for painting. They only have two pots of paint at the easel which is covered in paint from other children's efforts. Children ask staff to help them with tasks such as putting on and taking off dressing up clothes. Children particularly enjoy the opportunity to merge with another small group of children and experience free flow play between two rooms. They choose their own activities and move toys around the areas. Children use a shopping trolley to wheel around play food items and take them to the home corner. They develop the game by dressing the dolls and pretending to feed them before placing them in buggies and carry slings. Children share a story with a member of staff. They have difficulty in finding books due to the poor condition of the books and the haphazard method of storage. Children take part in planned creative activities such as filling sensory bottles. They insert glitter and sparkly bits into bottles before assisting staff to pour in the liquid. Staff encourage children saying "You are good at holding the bottles". Children enjoy quietly observing the bottle and contents. They are also offered regular sessions in the sensory room with soft music, moving lights and various textures to feel. Staff are aware of the children's

individual needs and help new children to settle. They allow them to sit on their laps when playing at the sand tray, and pour sand gently over their fingers.

Nursery Education

The quality of teaching and learning is satisfactory. Staff have attended training on the Foundation Stage and have also received support from local authority advisors. This has enabled them to develop and improve their knowledge and understanding about children's learning. Staff are using this knowledge of the early learning goals to encourage children's interest and help them to learn and progress. Activities are planned to provide a balanced range across the six areas of learning, enabling children to make satisfactory progress through the stepping stones. Staff are beginning to offer challenge although routine activities often prevent children from having their knowledge extended. Planning is flexible and allows for children's own ideas to be followed. Learning intentions are identified although it is not always clear how these will be achieved. Assessment records are completed for each child and these are beginning to work effectively to track children's progress. All children including those with special needs and those who have English as their second language are effectively supported to take part in all activities during the day. The Special Educational Needs Co-ordinator liaises with other professionals and they, as a team, offer the children and their families support and guidance when required. Children enjoy the activities on offer, and most concentrate and persevere well with chosen tasks. Children often initiate their own activity for example; they create roadways, dress up and take part in role-play. Routine activities impact on children's learning regularly and their play is interrupted for long periods and at times they become bored and restless.

Most children have a positive attitude to learning. They are happy, settled and keen to learn and they explore with confidence and enthusiasm. They relate well to each other and generally behave well and begin to learn right from wrong. Children are becoming independent in most areas and are sensitive to their own needs and begin to be aware of the needs of others. They begin to take turns and are learning to share. Children begin to take the initiative and to be self sufficient within their learning by choosing activities and accessing resources for themselves. They benefit from the warm relationships with staff who know the children well. Children respond well to simple instructions because staff provide simple clear directions. They are able to take turns in a conversation and generally pay attention to what others say. They listen and respond with enjoyment to favourite stories, songs and rhymes. However the size of the group often has an impact on the older children's concentration as younger children often distract them. Most children enjoy looking at books; however this area is not well displayed to promote their interest in reading. The children hear, say and begin to recognise letters and attempt to link sounds to letters and to write the letters in their own name, although these are not always correctly formed. They are able to write for a purpose but opportunities are missed during role play.

Children count spontaneously during everyday situations, for example they discuss numbers as they play in the home corner preparing a barbeque, and as they play with coloured counters matching them to shapes. Most recognise numerals from one to nine. Children are beginning to develop number and problem-solving skills, however activities are not always extended in everyday activities and do not often include simple calculations. Children have an understanding of shapes and colours and are able to name a variety as they play games. They compare

differences such as big and little as they match coloured bears or as they create patterns using reels. Children begin to make sense of the world around them. They experience a range of festivals, for example, Chinese New Year and learn about the wider world as they create flags from around the world and look at books about different cultures. Children show developing coordination and control as they successfully use simple working technology and they enjoy using the computer. They experience a range of activities to stimulate all their senses for example; they search for treasure in compost, play in water and sand, make patterns with lentils and create using play dough. Children learn about living things as they observe insects during 'Mini beast' week, and as they use the digging area to grow plants. Children are able to express their creativity in different ways. They have opportunities to experience a range of craft activities for example, they paint pictures of themselves to display on the wall and create three dimensional fish using a good variety of collage materials for the undersea display. They recognise colours and match items, for example, the colour of the week is orange and children have chosen items to display on the 'orange' table. Children express and communicate their ideas and thoughts as they take part in role-play when they act out having a barbeque, however this area was not well presented. They listen to music and accompany using bells and shakers as they sing Twinkle Twinkle together. The children enjoy a wide range of physical activities that help them to develop their confidence and skills both when using large and small apparatus, tools and equipment. They are developing a positive attitude towards physical exercise and a growing awareness of how it can help them to stay healthy. For example, they use balls, jumping bags, Frisbees, stilts and bean bags to gain control of their bodies. Children develop an awareness of space as they play in the garden, riding on bicycles and cars and as they run around playing happily together in the garden.

Helping children make a positive contribution

The provision is satisfactory.

Children with disabilities and learning difficulties are supported throughout the nursery. Staff work closely with parents to support children and are advised by the co-ordinator from the local authority. All children are treated with respect and their individual needs are met through individual education plans. One to one workers remain with children when possible and appropriate records are kept. Staff use Makaton hand signals, alongside language, to reinforce meaning. A named Special Educational Needs co-ordinator (SENCO) is in place and staff have taken training in this area. Staff work closely with outside agencies to support all children.

Children behave well. They are polite and respond to instructions from staff. Spiritual, moral, social and cultural development is fostered. Children help to tidy away toys and replace jigsaw pieces as requested. Staff continually encourage children as they take turns in their games and activities, sharing toys well. Children have good manners when eating and staff encourage the high standards.

Children are treated as individuals and staff get to know them well, building a positive relationship. They use toys and equipment which reflects diversity. Children begin to learn about the wider world and other countries.

Children benefit from the regular communication between staff and parents. Daily feedback sheets are completed for younger children. Monthly news letters are given to parents and notice

boards throughout the nursery display relevant information about menus, key workers and activities. Parents state that children are settled and happy and that older children have a good experience. Concerns are discussed with the management team. Currently two complaints logs are in place to ensure confidentiality. Management have not ensured that all information is available in both files. Partnership with parents and carers of funded children is satisfactory. Parents of children attending the pre-school receive information regarding the Foundation stage curriculum as well as an information sheet about planned activities. This details how parents can be involved in children's learning. The individual children's records are shared with parents regularly and are available as required.

Organisation

The organisation is satisfactory.

Children are cared for in an organised environment. Resources and equipment are arranged according to age group and area of learning. The setting meets the needs of the range of children for whom it provides. Registers of children's attendance are accurate and state times of arrival and departure, however, staff are not always vigilant about recording their own attendance at the nursery which may put them at risk in an emergency.

Leadership and management is satisfactory. There have been changes to the staffing and the roles of responsibility over the recent months. The staff's training needs have been identified and a training programme is in place and key staff have attended training. The new team are beginning to work with the management towards common goals. Communication throughout the nursery is improving and the management team are working closely with staff to ensure that they are aware of their roles and responsibilities. Steps are taken to plan ahead, evaluate and improve the service offered. The staff team attend regular staff meetings. These are used to enhance the care of children by developing the knowledge and skills of staff. Appropriate, thorough, staff recruitment procedures are in place and managers hold a list of staff showing information regarding checks completed by head office.

Children's personal files with contact information, accident records and permission slips are stored confidentially in the office. Records of medication administered are stored in a separate file with letters of permission. Parents are given packs of information regarding policies and procedures when children start at nursery. A file of policies is available at all times on the table at the entrance.

Improvements since the last inspection

At the last inspection the quality of care in the nursery was judged to be inadequate. A number of actions were raised concerning organisation of staff and resources, care of children and behaviour management. The management team now ensure staff are suitably deployed and that they communicate with one another. Children are helped to meet their full potential by the monitored staff team. Staff provide an adequate level of interaction with children and provide appropriate activities to occupy and stimulate them. Children's behaviour has improved because they are busy and they play an active part in the setting by making choices about activities or helping tidy up toys. Children's registers are correct, and they remain safe in

emergencies, although, staff attendance is not always recorded accurately and this remains a recommendation.

Nursery Education

At the last inspection, the quality of the nursery education was judged to be inadequate. The setting was required to: increase the staff's knowledge of the Foundation Stage curriculum and how children learn; monitor and evaluate nursery education and plan and organise sessions which allow children time to freely choose activities; ensure younger children are not expected to sit for long periods of time; plan and organise the outdoor environment to ensure that all children have access to sufficient and suitable resources.

All staff working with children in the pre-school have the support of a teacher mentor from the local authority as well as from management and head office staff. This has increased their knowledge and understanding of the early learning goals and associated stepping stones, and how children learn, including in the outside area. These measures have had a significant impact on the quality of the nursery education which is now much improved. Staff plan a range of activities across the six areas of learning and now effectively use the outdoor environment to further develop children's learning. Systems to monitor the quality of the nursery education have now been put into place and these are beginning to work effectively. Children have many opportunities to choose from a variety of activities and happily self-select from a good range of toys and resources. Some daily routines impact on children's learning and children are still expected to sit for long periods of time. This will be carried forward as part of a recommendation at this inspection.

Complaints since the last inspection

A complaint was received about the nursery in 2005. It referred to Standards 1-Suitable Person; Standard 2-Organisation; Standard 7-Health; Standard 8- Food and Drink; in particular the suitability of staff and management, poor hygiene and the insufficient quantities of food. It also referred to poor care of babies and a shortage of resources such as tissues and wipes. The complaint was investigated by Ofsted and the nursery were required to meet a number of actions to rectify the situation. Action plans were sent to Ofsted showing how the situation would be improved. These included, issues such as staff deployment, planning of activities for the older babies, toddlers and pre-school, and the accessibility of and condition of resources. A further visit was undertaken by Ofsted and the provider remains registered.

A complaint was received in March 2006 which referred to Standard 1-Suitable Person; Standard 3- Care, Learning and Play; Standard 7- Health and Standard 12-Working in partnership with parents and carers. It referred to inexperienced staff; poor staff communication with children; issues regarding medication administration and notification of accidents as well as staff relationship with parents.

An investigation visit was carried out and the inspectors found that staff did not interact effectively with children or organise age-appropriate activities to stimulate them; the following action was set in relation to this:

- Ensure routines enable staff to interact effectively with children throughout the nursery and organise age appropriate activities to occupy and stimulate all children, and continue to monitor their effectiveness.

The provider remains qualified for registration.

In addition, the inspectors found that staff communication was poor and this was not monitored effectively by management. The following actions were set in relation to these issues:

- Ensure staff that communicate with each other and are deployed effectively at all times and in all areas of the nursery to meet the needs of the children and to maintain staff ratios;

- Develop an effective system to monitor the organisation and deployment of staff as well as the level of interaction and care provided.

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 all staff register themselves in and out of premises
- provide a clean and healthy environment for children and ensure set procedures are followed at all times
- maintain all equipment, especially books and painting utensils, in a suitable condition for children's enjoyment and learning
- ensure all complaints are clearly detailed in the complaints log to share with parents
- review method of recording accidents and ensure these contain sufficient detail.

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):

- further develop the plans to clearly identify how children will learn. Ensure all areas of learning are covered fully with regard to: promoting children's interest in books and providing opportunities for children to write and make marks during role play
- review routines to ensure the needs of all children are met (with regard to mealtimes and large group activities). Encourage children's participation throughout all routines to promote their understanding of simple calculation.

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