



# Leapfrog Day Nursery - Chippenham

Inspection report for early years provision

<b>Unique Reference Number</b>	199372
<b>Inspection date</b>	15 September 2006
<b>Inspector</b>	Susan, Esther Harvey
<b>Setting Address</b>	Bath Road, Cepen Park South, Chippenham, Wiltshire, SN14 0BJ
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<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 96 nurseries. It opened in March 2000 and operates from a purpose-built unit. It is situated on the outskirts of Chippenham, Wiltshire. A maximum of 106 children may attend at any one time. The nursery is open each weekday from 07.00 to 19.00 for 52 weeks of the year. All children share an access to a secure outdoor play area.

There are currently 104 children aged from three months to five years on roll. Of these, 28 children receive funding for early education. Children come from a wide catchment area, as most parents travel to work. The nursery currently supports children with learning difficulties and children who speak English as an additional language.

The nursery employs 32 members of staff. Of these, 17 hold appropriate early years qualifications and four staff members are working towards a qualification.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is satisfactory.

Children learn appropriate hygiene routines from staff who are sufficiently diligent in their management of children's hand washing routines. For example, all children are encouraged by staff to wash their hands before and after meals and messy play, but with particular emphasis on ensuring children wash and dry hands appropriately after going to the toilet. An appropriate nappy changing routine followed by staff, also prevent the spread of infection. Although tissues are regularly available, staff are not proactive in helping young children to use them, with regard to keeping their noses clean.

Children are provided with wholesome cooked meals. They enjoy a variety of fresh fruit and vegetables each day. A café style snack time is provided for older children. But they are not sufficiently encouraged by staff to have fresh drinking water or eat the snack of the day. Children do not have the opportunity to replenish their food intake as snacks are not available after lunch until late afternoon tea. Children of all ages enjoy spending time together as they share meals, such as lunch and tea. This is a social occasion, and staff sit with the children at meal times. Older children are becoming independent as they pour their own drinks, and set the table at lunch time.

Children have a selection of toys and equipment to use outside. However, not all equipment and outside areas are sufficiently tidy or clean for older children to use. Children exercise their small muscle control as they use rolling pins to level out play dough. They confidently use one handed tools such as pencils, knives and forks. All children have daily exercise in the garden, or going out for walks. For example, young children have fun running around the garden, climbing in and out of the climbing apparatus and riding on bikes. While older children experience an organised sports activity which develops their large muscles and listening skills. All this helps children to learn about a healthy lifestyle.

Most of the staff have a recent first aid certificate which ensures appropriate action will be taken should an accident occur. Accidents and incidents are well recorded and appropriate action is taken by the manager and staff.

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

The provision is good.

Children are given a warm welcome by the staff as they enter the nursery. Toys and equipment are attractively set out ready for the children as they arrive in the setting. Staff know the children and their families well. Children from the same family have the opportunity to meet each other throughout the day. Children's art and craft work is displayed on walls around the nursery to celebrate their achievements. Children remain safe in the nursery as high security measures ensures unwanted access to the building. Regular emergency evacuation drills take place which enables children to learn about fire safety and how to evacuate the premises safely and efficiently. A thorough risk assessment takes place when taking children out for walks. Regular risk assessments are carried out throughout the day to cover all areas of the nursery.

Babies are kept safe in their room and closely supervised by staff during the day. Their toys and equipment are cleaned on a regular basis in order to prevent the spread of infection. Babies and young children sleep safely in their own cots. However, insufficient furniture is provided throughout the nursery for children to relax in comfort when needing a rest. The nursery is decorated in bright colours and is pleasing to look at, especially in the baby room where mobiles hang from the ceiling and treasure baskets are provided to give children a variety of tactile experiences. All children have access to the sensory room, where babies and young children make connections through their senses and movement. All children respond positively when asked to tidy away toys, as a result they are learning to keep themselves safe.

Staff have appropriate levels of knowledge regarding child protection issues, and the child protection officer is committed to updating her knowledge by attending child protection courses when available. Children remain protected and appropriate action will be taken should staff have concerns about a child in their care.

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

The provision is satisfactory.

Children and babies develop appropriate levels of confidence and self-esteem. They settle quickly into the nursery routine. The small number of children who are hesitant to separate from their parent or carer receive a good level of individual staff support to help them settle and become involved with the activities on offer. Children mostly have a stable relationship with staff members. Lots of cuddles are given to babies. As a result, they are made to feel appropriately supported and secure, with the ability to 'snuggle in', when necessary. Toddlers are provided with a range of toys and resources as part of the planned activities in order to encourage their creative and listening skills. For example, they enjoy making music with a variety of percussion instruments and singing favourite songs. As a result, they are beginning to make connections through the senses and movement. All children have the opportunity experience using the multi-sensory room, where lights change colour and children can touch, explore and discover their various senses in a safe environment. Children with learning difficulties have the experience of being appropriately integrated into the nursery. A key person system is in place for all children throughout the setting.

Mostly children appear comfortable and have a sense of belonging in the nursery. Young children are cared for by staff with appropriate levels of knowledge and understanding regarding the Birth to three matters framework relating to children under three.

### **Nursery Education.**

The quality of teaching and learning is satisfactory.

Children are progressing adequately, supported by some staff members sufficient knowledge of the Foundation Stage curriculum. Planning is acceptable and covers most areas of learning. Most of the children's achievements are linked to the stepping stones. But children's profile containing observations and assessments are not fully used by staff to identify children's progress; or to plan and promote the next stage of children's learning. As a result, children are not sufficiently challenged by staff using a consistent range of stimulating activities.

Children with learning difficulties are integrated into the setting and receive support from external agencies where necessary.

Children greet each other and staff by name on arrival. They are becoming involved in play and activities which are selected by the staff. Most children can concentrate for some periods of time throughout the day, but do not spontaneously choose resources for themselves. For example, children do not use scissors unless provided for craft activities under the close supervision of staff; painting and drawing material is not readily available for children to use independently. However, children seek each other out to initiate play, especially while acting out role-play, making tea, serving play food to each other, and dressing up. Some children enjoy listening to stories like "The Hungry Caterpillar", and are able to anticipate the next stage of the story. But large circle activities, such as story-time, do not develop all children's listening skills. As a result, story-time is disruptive for those children who wish to listen. Staff do not always act promptly to encourage children to sit and listen. Some children readily select and treat books with respect in order to share the experience with others.

Children are able to freely use information technology and are adept at accessing computer programmes and equipment. They are fascinated with spiders in the garden and enjoy nature walks to identify local birds.

Children have first hand experiences regarding the natural world as they visit the zoo and the local community, taking walks to look at the wild-life in the surrounding area.

Children become absorbed while identifying various smells as part of a 'senses' topic. For example, orange and marmite are provided as a comparison to identify the different smell and texture. Children enjoy making lavender bags from material, adding the seeds carefully, and tying it with coloured ribbon. They explain that it "will make your clothes smell nice".

Children can count up to five and some beyond linking objects with number. However, there is no consistent planning arrangement in order for children to have the opportunity to solve simple mathematical problems; or to extend their mathematical language. Some children confidently select plastic shapes and match them to the same shape on a board.

Children enjoy singing their favourite songs like 'Humpty Dumpty', and 'Leo the Lion, king of the jungle'. They confidently choose which song the group are to sing next.

Overall children make adequate progress in their learning and achievement, given their capabilities and starting points.

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

The provision is satisfactory.

Children and babies are treated as individuals and appropriately supported. They are included in the setting, and the care of children with learning difficulties is well organised. Mainly, children behave well and are considerate towards each other. However, behaviour management is not consistently applied by staff for some children in the pre-school; and staff are not prompt in reacting to disruptive situations. Predominantly children's individual needs are met. However,

there are limited opportunities for children to learn about diversity, and the world in which they live. Some toys and resources are provided to share among the children in the nursery. This includes jigsaw puzzles and books. There are no visual images around the nursery celebrating culture or disability. As a result, children do not gain a sufficient awareness of diversity.

Mostly, children's social, spiritual, moral and cultural development is fostered.

Partnership with parents and carers is good. Children and babies benefit from the warm welcome families receive from staff. Information is shared verbally when parents collect their children, and a brief daily report is given to parents of young children and babies about their child's day in the nursery. Parents have the opportunity to discuss their children's progress at arranged parent's evenings, when staff are readily available to discuss children's profiles. New parents and children are slowly introduced into the nursery, by means of an individual induction and settling-in programme. Pre-school parents are involved in their children's learning as they bring in objects from home relating to the topic. Parents have the opportunity to share information with the staff in order to support children's learning assessments.

Parents are given extensive written information. A colourful prospectus informs parents about the aims and objects of the nursery. Some policies and procedures are included. However, there are informative notice boards in several areas of the nursery detailing all the nursery policies, and procedures. Photographs showing children taking part in various activities are in abundance around the walls of the corridors. As a result, parents are provided with visual information about their child's time in the nursery. Birth to three matters framework is attractively displayed for parents of young children. The Foundation Stage curriculum is printed with examples of children's learning for parents to read. Other information includes the children's six week menu, photographs identifying staff, and copies of the news letter.

## **Organisation**

The organisation is satisfactory.

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

Children and babies benefit from care staff who are qualified and work sufficiently well together as a team. Staff organise the space in the nursery rooms to maximise the play opportunities for children. All the necessary documentation is in place for the safe and efficient management of the provision. Staff are fully aware of the policies and procedures which are regularly reviewed. Routine staff meetings take place in order to keep staff up-to date with training opportunities and to plan activities.

Leadership and management is satisfactory. Some staff have adequate knowledge of the Foundation Stage curriculum and adequately apply this in practice to support most of the children's learning and development. The nursery manager is efficient in her ability to manage the nursery. However, due to recent changes in staff working with funded children, training for some staff members on the use of the Foundation Stage is to be arranged. A well organised administrator ensures that parents are kept informed of any changes in procedures. The nursery manager has identified aims and objectives for the nursery which includes improving resources

relating to visual images of diversity, and further involving the Early Yearly Years curriculum advisor in the practical application of the Foundation Stage learning for children.

### **Improvements since the last inspection**

At the last care inspection recommendations were made for the provider was asked to, ensure children within the pre-toddler rooms are aware of the resources and play materials available to them for self-selection, ensure the premises are secure, so that no adult can enter or leave the premises without the knowledge of the staff, ensure parents always sign to acknowledge when medication has been administered and sign to acknowledge when accidents have occurred to their child, ensure staff actively promote good health and hygiene practices when changing nappies, increase the range of multi-cultural resources.

Pre-toddler children are able to self-select most of the resources and play materials themselves, the premises are fully secure, a detailed record of medication and accidents is provided and signed by parents, good nappy changing routines are in place. Some multi-cultural resources have been provided, but they are insufficient enough for children to fully learn about diversity.

Improvements have been made with regard to hygiene and record keeping. Young children have some choice about the resources they play with.

At the last inspection actions were raised for the provider to, ensure that sufficient staff are working directly with the children, ensure the daily record of attendance is accurate and up to date. Staff ratios were met on the day of the inspection and staff attendance is regularly recorded.

At the last education inspection the provider was asked to, devise and implement an effective system for staff to regularly observe and record children's progress towards the early learning goals, make use of this knowledge of children's attainment to plan and adapt activities so that children of differing abilities are appropriately challenged, make more use of the daily routine and free play activities to ensure that older and more able children are helped to consolidate and extend their understanding of simple number operations and problem solving. Senior staff have developed an appropriate observation and record keeping system, and use this to plan activities. However, these are not sufficiently challenging for all children. Children have some free play opportunities within a daily routine, but do not have the chance to fully develop their skills in number recognition and problem solving.

As a result, there has been some improvement in recommendations from the last inspection regarding administration.

### **Complaints since the last inspection**

Since the last inspection there has been one complaint made to Ofsted that required the provider to take action in order to meet the National Standards. Concerns were raised under National Standard 6. An unannounced investigation visit took place. The outcome of the visit was satisfactory and National Standards are being met. The provider remains qualified for registration. No further action to be taken.

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 children are encouraged by staff to have sufficient drink and snacks during the day
- ensure appropriate furniture is readily accessible in order for children to relax comfortably
- make sure a regular routine is established for cleaning toys and outdoor equipment
- improve resources and play materials with regard to culture and disability in order to increase children's awareness of diversity.
- ensure behaviour management is consistently applied by all staff and age appropriate, with special regard to pre-school children.

#### **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):

- use observations and assessments to plan and promote children's learning through a challenging range of stimulating activities
- make use of the daily routine and planned activities to promote children's learning with regard to numbers, and the use of mathematical language in their play, and enable them to draw and paint in order to give meaning to marks
- develop children's listening and concentration skills with special regard to large group activities.

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