



## **Leapfrog Day Nursery - Hammersmith, Bute Gardens**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY289149
<b>Inspection date</b>	24 May 2006
<b>Inspector</b>	Deborah Jane Orchard
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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 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?

Leapfrog Day Nursery is one of 97 nurseries owned by Nord Anglia. It opened in 2004 and operates from four playrooms in a purpose-built building. It is situated in Hammersmith in the London Borough of Hammersmith and Fulham. A maximum of 56 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 18.30 for 52 weeks of the year. There is no outdoor play area provided, however, children are regularly taken to the local park.

There is currently 65 children aged from birth to under six years on roll. Of these, four children receive funding for early education.

Children come from the local community and further a field. The nursery currently supports a number of children with disabilities and also supports a number of children who speak English as an additional language.

The nursery employs 16 members of staff. Of these, 11 hold appropriate early years qualifications and two are working towards a qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children's general health and wellbeing is protected as clear policies are in place which are understood by staff. Children are protected from unnecessary illness as they do not attend when contagious. Staff follow good hygiene procedures, for example, the toilet areas are checked two hourly. The procedures are kept up to date and shared with parents. The records contain sufficient detail to enable staff to look after children's individual needs. For example, there are good systems in place for administering medication.

Staff promote healthy eating and consequently, children learn that eating well is linked to staying well. For example, children discuss foods which are nourishing whilst participating in National Sandwich Week. Children sit together around tables at meals times and talk to each other and staff. This creates a relaxed and social atmosphere in which social skills and good manners are promoted. As older children help to lay the tables and pour drinks, they are able to develop their independence.

Children have some opportunities to develop their physical skills as they have regular trips to the park, where they can play in the well equipped outdoor playground. Babies enjoy the fresh air as they play on a rug whilst in the park. Younger children are stretching and developing their muscles as they move around the room and stretch to reach toys. Children have opportunities to move freely as they participate in action songs.

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

The provision is good.

Children move around freely in an environment that is free from safety hazards. Children's safety is important to staff. Most potential dangers are identified and rectified as quickly as possible. However, the children have access to cleaning fluids, which pose a risk. Good attention is given to making sure children will be safe on outings as there are clear procedures in place. Security of the premises is good, which also helps to protect children from possible harm. For example, there is a intercom system in place and a visitors book in use.

Children have access to a wide range of activities and good quality toys and equipment, which are appropriate to their age and development. They are safeguarded as staff check the toys and equipment on regular basis to reduce any hazards.

Children's safety in regard to child protection is secure. Staff have knowledge and understanding of child protection issues and good awareness of recognising signs and following procedures if they have concerns about a child.

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

The provision is good.

Children are happy and settle well in the welcoming environment. They enjoy warm relationships with staff and other children, which helps them to feel at home in the nursery. Children are having fun and enjoy their time in the nursery because staff are warm and friendly in their approach.

Younger children are gaining self-confidence and trust through forming close relationships with each other, the key worker groups ensure that children are well supported by staff. The praise and positive reinforcement given to all children enables them to develop a sense of belonging and wellbeing. The staff have good knowledge and understanding of the Birth to three matters framework which they use when planning activities for the younger children.

### **Nursery education**

The quality of teaching and learning is satisfactory. Staff plan a variety of stimulating activities. Resources are of good quality and are organised well to encourage children's independence. Staff engage children in meaningful conversations and pose questions to extend their thinking. Large group and small group activities are presented well to gain children's interest.

Staff have a satisfactory understanding of the Foundation Stage and how children learn. The management are developing their use of planning, to ensure that the children are able to access a range of activities that cover all areas of learning, focusing on specific outcomes. The staff gather information about the children's individual achievements through observing and assessing. There are examples of children's work on file, however, the information does not always clearly identify how the staff evaluate the next steps for children's learning.

Children demonstrate good personal, social and emotional development as they happily engage in play and use their imagination in activities. They benefit from the positive interaction they receive from staff during free-play activities. At these times, their ideas are extended by staff, who give support and encouragement. Consequently, children learn to develop their own ideas in their play. They use their imagination well; for example, as they pretend to water flowers during water play.

Children's vocabulary is being developed as staff ask questions to make children think and respond appropriately. For example, children actively participate during

story time as they have space to pre-empt words and sounds. Children who speak English as an additional language are being supported as the staff use key words in different languages during story telling and conversations. They have opportunities for mark making and to recognise their names on their cups. The children enjoy exploring books, both individually and in large groups as these are displayed in an inviting way.

Children are learning to count reliably and are able to count to ten and beyond as they join in counting rhymes during circle time. They are able to recognise colours and shapes as they sort objects using different coloured bowls. They have opportunities to learn about weight and capacity during water play as they fill and empty containers. Children are able to add and subtract as they play with cubes at the table.

Children are able to gain an understanding of the world in which they live as they participate in a range of activities which positively promote differences. For example, as they play with a range of small world people, dress up and celebrate festivals. However children have limited access to resources which help them to understand how things work, they are able to use calculators. Children have some opportunities to learn about living things and how things grow, as they grow cress and participate in a project about animals.

The children take part in arts and crafts activities where they are able to make choices and explore freely. They develop their fine muscle movements as they use scissors, play dough tools and paintbrushes. They enjoy dressing up and playing in the home corner as they develop ideas imaginatively.

Children have some opportunities to develop their physical skills as they have regular trips to the park, where they can play in the well equipped outdoor playground. They develop spatial awareness as they move around the rooms participating in action songs, hop scotch and avoiding obstacles. Parents have the opportunity to access "Fit for Fun" sessions through the nursery. However there are limited opportunities for children to extend the development of large muscle movements, such as balancing and peddling.

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

The provision is good.

Children are able to understand and value the needs of others as their individual needs are recognised by staff and are treated with respect. They develop positive self-esteem and confidence as they voice their opinions and make choices and decisions in their daily routine.

Children behave well because they are able to understand right from wrong whilst being happily engaged in meaningful play. Age-appropriate and positive strategies are used to manage any difficulties that may arise. For example, staff are consistent in their approach regarding sharing. Staff use praise and stickers as a reward, this helps children to understand the boundaries of acceptable behaviour.

Children with disabilities receive good support. Their individual needs are being met as staff have a understanding of their needs and communicate well. Staff work closely with parents and outside professionals to support each child. Staff have a positive attitude towards inclusion, which enables each child to feel welcome and relaxed in the setting.

Children are developing an understanding of how others live in the wider community as they acknowledge a variety of cultural and religious festivals, such as Rio carnival and Easter. This positive approach helps to foster children's spiritual, moral, social and cultural development. Children have access to a range of toys and resources which positively reflect diversity within the community. For example, dolls, books, dressing up clothes, posters and small world people.

Partnership with parents and carers is good. Children benefit from friendly informal relationships between staff and parents, which is enhanced by the implementation of an effective key worker system. Staff have established effective verbal communication with parents. Parents can discuss their child's progress with the key worker at any time and formal meetings are also arranged. Parents receive good information about the nursery and the service it provides; this includes the prospectus, policies and procedures and regular newsletters. Parents spoken to at the time of the inspection are happy and spoke positively about the setting.

## **Organisation**

The organisation is good.

The manager and staff work together as a team; which helps the children to feel happy and contented in the nursery. Staff have a understanding of their roles and responsibilities within the nursery. The deployment of staff ensures children are secure and happily engaged in activities. The organisation of the nursery school allows children space to explore and pursue their interests in safety. Toys and resources are easily accessible to help children to choose for themselves; as a result, children are developing their independence.

The leadership and management of the setting is satisfactory. Children benefit from good accessible resources and a well maintained environment. The manager encourages the staff and uses positive methods to motivate and support the team. They have regular team discussions regarding aspects of the curriculum. However there are some weaknesses in the educational programme and staff are not always clear how to maximise opportunities for children in some of the areas of their learning. The staff have opportunities to attend a range of training courses, which reflect individual needs and interests. Good support is given to staff, both informally each day and formally through staff appraisals and meetings. They ensure that all children are happily engaged in purposeful activities. As a result, the setting meets the needs of the range of children for whom it provides.

All of the required documentation is in place. As a result, children's care is enhanced by the efficient and effective documentation. This is shared with parents to ensure that their child's individual care and developmental needs are met.

## **Improvements since the last inspection**

Not applicable

## **Complaints since the last inspection**

There have been no complaints made to Ofsted since 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.

## **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 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):

- improve safety by ensuring hazardous substances are made inaccessible to 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):

- ensure information technology is appropriately planned for in the curriculum to promote children's understanding in this area.
- ensure plans include regular opportunities for children to develop large muscle skills
- improve the evaluation of activities to ensure written assessments clearly demonstrate children's individual progress in 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:

