

Leapfrog Day Nursery - Nottingham, Wollaton

Inspection report for early years provision

Unique Reference Number	EY218040
Inspection date	20 April 2007
Inspector	Anne McKay
Setting Address	Bramcote Lane, Wollaton, Nottingham, NG8 2ND
Telephone number	0115 9280508
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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

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?

Leapfrog Day Nursery (Wollaton) is one of a chain of nurseries owned by the parent company, Nord Anglia. It was registered in 2002 and operates from a converted and extended property in the centre of Wollaton, Nottingham. A maximum of 108 children may attend the nursery at any one time. The nursery is open each weekday from 07:00 to 19:00 throughout the year. All children share access to a secure enclosed outdoor play area.

There are currently 153 children on roll aged from four months to under eight years. Of these, 43 children receive funding for early education. Children come from the local community and the wider area. The nursery currently supports a number of children with learning difficulties or special educational needs and a number of children who speak English as an additional language.

The nursery employs 34 members of staff. Of these, 21 hold appropriate early years qualifications and 2 are working towards a qualification. The nursery receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is promoted well by staff who follow consistent daily health and hygiene practices to minimise the risk of cross-infection. Children learn to wash their hands as part of the daily routine and are encouraged to learn independent skills. Older children understand that washing their hands stops them coming into contact with germs so they stay healthy. Efficient systems are in place to record minor accidents and clear information is recorded regarding any treatment given. Written consent is obtained from parents prior to any medication being administered. All health records are shared responsibly with parents to ensure consistent care is given to their children. Excellent systems are in place to record children's individual health requirements including allergies and specific dietary needs. These systems are put into practice thoroughly by staff to ensure that children are kept safe and well.

Children exercise daily in the fresh air and improve their strength, co-ordination and fitness through making good use of the well-resourced outside play area, where they can explore freely and play on the good variety of equipment. Children are well nourished through an imaginative and well-balanced menu of meals and snacks that are freshly prepared on site. Children have access to fresh drinking water at all times so they do not become thirsty or dehydrated.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming, child-focused environment. Rooms are organised according to the age and stage of development of the children and have suitable child-sized furniture so children can rest, eat and play in comfort. Children can explore and move around freely without risk of injury because all areas have been efficiently risk-assessed. All areas are also checked daily before children arrive and prompt action is taken to minimise any potential hazards that might pose a risk to children's safety or welfare. Suitable safety equipment is in place to protect children and they practise the evacuation procedure regularly so they know what to do in an emergency.

Children can access a very good range of toys and activities that are suitable to promote their development in all areas. Staff set resources out thoughtfully so children can make choices from a selection either on mats on the floor or on table tops, according to the age and stage of development of the children in the room. Resources are organised to ensure children can only reach toys that are suitable to their age and stage of development and toys are maintained in a good clean condition. Children are supervised at a level that is appropriate to their age and level of understanding so they are kept safe whilst developing independence skills and exploring within the nursery. They are closely supervised during outings and children who are walked to and from the local school learn about road safety. Children are protected by the staff's clear knowledge and understanding of safeguarding children procedures.

Helping children achieve well and enjoy what they do

The provision is good.

Children throughout the nursery are settled in the care of the staff. They form positive relationships with staff and with each other which gives them the security to play and learn with confidence. Children play freely with a wide variety of toys and resources. They can make

their own choices for free play as well as joining in focused activities that are led by staff. Staff plan suitable activities for the younger children, using the 'Birth to three matters' framework. However, the group activities are not always sufficiently planned to meet the individual developmental needs of children. Children enjoy their time at nursery, showing curiosity and interest in what they do. They respond well to the skilful questioning of the staff who ask them questions that encourage them to think and to explore ideas so they learn while they are playing. Children have good social skills and form friendships with each other. They enjoy playing alongside each other and together. Staff interact with the children, listening to them and communicating with them both verbally and non-verbally. Children throughout the nursery are therefore developing confident communication skills. For example, babies smile and make eye contact and the older children chat freely with each other and with adults, asking questions and developing simple conversations.

Nursery education.

The quality of teaching and learning is satisfactory. The setting is well supported by clear management. Staff have a sound knowledge of the foundation stage curriculum and are actively seeking to improve their knowledge and understanding through relevant training. Children have a suitable and balanced range of activities planned for them across the six areas of learning. Children are making steady progress towards the early learning goals. They have their progress assessed via observations made by staff during free play, through their interactions with staff and with each other, and through the assessments of their progress during daily focused activities. Although the observations are useful in assessing children's progress the information is not being used consistently to plan the next steps of learning for individual children. The learning outcomes are planned for the group as a whole and there is clear differentiation in the planning for children of different ages and abilities, however, the focused activities are not always being used to extend the learning of older and more able children.

Children have a positive attitude towards learning. They are purposeful in their play and can concentrate for periods of time, staying on task to complete activities they are interested in or enjoying. For example, a child draws a flower and spends considerable time colouring it in to her own satisfaction. Children are supported effectively by staff to learn through their play. For example, some children play together as a group, developing a role play with model animals and a volcano. They are supported by a staff member who facilitates their learning by taking her lead from their play, asking questions that prompt the development of their own ideas as they create a narrative. Through this experience and through the skilful questioning from the staff member and the facts given in response to their own questions, the children thoroughly enjoy their play whilst learning about how a volcano works and the effect the heat would have on the animals. The large group of children has resulted in some of the activities being split into two groups. This is a recent change and the system is being developed. However, it does result in some children being slightly bored or restless at times if they do not feel sufficiently included, such as when they are waiting to play outside or during the taking of the register. Children communicate well and enjoy developing friendships. They develop confidence and positive self-esteem because they can make their own choices and control their own play. They behave well.

Children are starting to recognise and write their names, forming letters correctly. They attempt to write for purpose during role play activities and in the mark-making area although their attempts are sometimes hindered by the fact that the pencils are not always sharpened. Children enjoy listening to stories and share books when staff select them. However, the selection of books is poorly organised so children do not often select books to enjoy on their own. Children

communicate well and have good story-telling and narrative skills which is demonstrated in the sustained role plays they evolve together in their imaginative play. They demonstrate a knowledge of time and space when describing their homes and families and talking about events in the past such as when a farmer came to visit. Assessment records of focused activities demonstrate that children can recognise shapes, count by rote to at least five and some children can begin to sort numbers and begin to recognise sequences. However, although children use some basic mathematical language they do not have opportunities in their play or within the daily routine to practise and develop their counting and calculating skills. Children create pictures and models using a variety of techniques, exploring media and texture in their art. They use a variety of tools such as glue spreaders and scissors competently to develop their fine motor skills and develop their physical skills through use of good variety of equipment outside. They enjoy singing familiar songs and have some opportunities to use musical instruments to learn rhythms and explore different sounds.

Helping children make a positive contribution

The provision is good.

Parents are welcomed into the setting and staff maintain good levels of communication with them both verbally and through daily written diaries for the youngest children. This promotes continuity of care and ensures that staff have up to date information, enabling them to meet individual children's needs. Parents have access to the nursery's policies and procedures and receive clear information packs about the nursery. This means that parents are well informed about the care offered to their children at each stage of their development and about the nursery's business practices. Parents also receive regular newsletters, have access to an informative notice board and are invited to parents' evenings to discuss their children's progress. Children develop a good sense of belonging through their relationships with staff and with each other. Well supported settling in procedures help children to adjust to the nursery gently and assist staff in finding out about individual needs and routines. Good systems are in place to support children with special or additional needs and to ensure they are fully included in the life of the nursery. All children can access the toys and activities on an equal basis. Children learn about the wider world and explore aspects of their identity through access to a suitable range of resources that reflect diversity and through activities and displays that link with cultural and religious festivals in the calendar. Children play co-operatively and begin to respect others by learning to share. Their behaviour is managed sensitively by the staff who use methods that are appropriate to individual children's stage of development and understanding. Children's behaviour is understood in context and the focus of the behaviour policy is on promoting good behaviour through lots of praise and encouragement. Through this approach, children develop confidence and positive self-esteem. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers of funded children is good. They receive very good information about the foundation stage curriculum so they understand what their children are learning. Staff have established strong links between home and the nursery so that parents know what is going on and can support their children's learning effectively at home. For example they are informed about the topic for each month and are encouraged to talk to their children about this at home and to contribute relevant objects of interest or photographs from home for their children to show and talk about at the nursery. Parents have access to the planning and can see and contribute to their children's assessment records. They also receive written reports and are invited to parents' evenings to discuss their children's progress.

Organisation

The organisation is good.

Overall children's needs are met. Children are cared for in a well-organised environment where available space is planned out for the maximum comfort and enjoyment of the children. Thorough risk assessments are undertaken to ensure the areas accessed by children are safe and suitable for them to play in. This includes daily checks for safety and cleanliness. Any perceived risks to children are dealt with promptly and efficiently. Staff employed to work with the children undertake rigorous checks to ensure they are suitable. Staff have the appropriate levels of qualification and experience to plan and provide a range of activities and play opportunities to promote the development of children in all areas. Staff are effectively deployed across the nursery to ensure children are safely looked after, are well supported and have their individual needs met. The staff group have a strong commitment to increasing their expertise through attending relevant training courses and this is facilitated well by the management. The nursery's good practice is underpinned by comprehensive policies and procedures that are consistently implemented by staff to promote the children's welfare. All essential records are in place, are accurate and up to date.

The leadership and management of funded children is good. Both the nursery manager and the base room leader have a clear vision for the pre-school room and this is having a positive impact on the improvement of the quality of teaching and learning. They meet regularly to evaluate and review the progress of the children and to identify strengths and weaknesses in the provision and have an action plan in place to address any perceived weaknesses. For example, they have identified a need to develop the assessment records to more effectively plan for children's next steps in learning and are actively working on a new system to address this. They also address practical matters to have a positive impact on the children's learning. For example through the recent reorganisation of the rooms to make more space for the children and to create more defined areas for them such as the mark making area and an improved area for imaginative play. The nursery also seek and act promptly upon advice from the local authority. The staff group are well-motivated and support the children well in both their care and education. Sufficient numbers of staff have a secure knowledge of the foundation stage curriculum and this is reflected in the balanced planning and delivery of the curriculum.

Improvements since the last inspection

At the last inspection the provider was asked to make a number of improvements. The nursery has improved the structure and content of the creative and messy activities for the toddlers so they are sufficiently challenged and included. Staff throughout the nursery now have a clear understanding of the behaviour policy and have developed their skills so they are able to manage children's behaviour sensitively, enabling children to feel secure and learn to behave well. Funded children in the pre-school room now share more consistently and play co-operatively with each other. They have access to a wider and more varied range of equipment to promote their physical development. This enables all children, including the older and more able children to be appropriately challenged. Children's experience of group musical activities has been improved by ensuring groups are not too large. This means that children can fully enjoy and participate in the activity and staff can assess their involvement to ensure individual needs are met.

Complaints 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. There have been two complaints made to Ofsted since the last inspection.

In December 2005 a complaint was raised with Ofsted regarding there being no permanent manager at the setting which was allegedly impacting on the care provided, namely unhygienic practices; poor behaviour management; parents not being kept informed about what was happening at the nursery. These concerns related to National Standard 1: Suitable Person, National Standard 2: Organisation, National Standard 7: Health, National Standard 8: Food and Drink, National Standard 11: Behaviour, National Standard 12: Working in partnership with parents and carers and National Standard 14: Documentation. Ofsted conducted an unannounced visit to the provision to investigate the concerns. Ofsted found evidence of breaches of National Standard 7: Health and National Standard 11: Behaviour. Two actions were raised. The registered provider took positive steps to promote the good health of children and to minimise the risk of cross infection by ensuring that all children have access to suitable toilets and hand washing facilities. The registered person also took action to ensure that all adults caring for children are able to manage a wide range of children's behaviour, with particular regard to ensuring staff understand the settings behaviour management procedures; that any incidents are recorded and shared with parents; and that a named staff member is appointed who has the skills to support staff. The registered person remained suitable for registration.

In February 2007 Ofsted received a complaint which raised concerns in relation to National Standard 1: Suitable person. Ofsted conducted an unannounced visit on 26 February 2007 to investigate these concerns. Ofsted found evidence of a breach of National Standard 1 and issued the provider with an action to ensure that all adults looking after children are suitable to do so, with particular reference to informing Ofsted of any changes of manager so that appropriate checks may be taken. Ofsted received a satisfactory response to this action on 02 April 2007. The registered person remains qualified for registration.

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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):

- plan and provide a suitable range of activities for children that are appropriate for their stage of development and based on their individual needs, with particular regard to the baby unit.

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):

- improve the use of assessment to ensure individual children's next steps in learning are effectively planned for, with particular regard to providing appropriate challenge to extend the learning for older and more able children
- develop the opportunities for children to use mathematical language, counting and calculating in their play and as part of the daily routine
- ensure all resources are well maintained and accessible to children, with particular regard to the mark making areas and the books
- improve the organisation of the day to ensure children are consistently included and purposefully engaged in the learning process.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk