



Leapfrog Day Nursery - Reigate

Inspection report for early years provision

Unique Reference Number	EY153169
Inspection date	11 October 2006
Inspector	Joanne Lindsey Caswell / Jacqui Lloyd
Setting Address	Lesbourne Road, Reigate, Surrey, RH2 7JP
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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 inadequate - enforcement action. The registered person does not meet 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 (Reigate) opened in January 2002 and is part of the Nord Anglia Day Nursery Group. The nursery operates from converted premises, situated close to Reigate town centre within walking distance of the park, railway station and the town centre. The nursery serves the local community and surrounding areas. A maximum of 98 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 an outside play area.

Children are cared for in groups according to their age. The groups use three base rooms which are sub-divided. Toilets, hand washing and nappy change facilities are integrated into the group rooms. Children also have access to a sensory room offering an additional inside play area.

There are currently 90 children, aged from five months to four years, on roll. Of these, 15 children receive funding for nursery education. The nursery supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

A team of 18 staff work with the children. Of these, eight staff hold recognised qualifications and four staff are currently working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is inadequate.

The hygiene procedures throughout the nursery are inconsistent and are poorer within the Baby and Toddler units. As a result, the health and welfare needs of the babies and toddlers are not sufficiently promoted. Staff working in the Baby and Toddler units do not ensure that children are adequately protected against infection and illness. For example, staff do not help the youngest children to understand the importance of hand washing as this is not promoted after nappy changes and before eating. Consequently, staff do not implement routines to enable the babies and toddlers to wash their hands before eating. This does not sufficiently protect children against infection and prevents children from developing good personal hygiene routines. However, in the Pre-School room staff give children clear explanations and explore topics relating to the importance of health. As a result, Pre-School children fully understand why they must wash their hands to protect themselves from germs and contribute towards their good health.

The procedures for nappy changing do not sufficiently protect children against infection. Staff wear disposable gloves and aprons, but not all staff clean the changing mat between use. This does not safeguard children against cross-infection. Although there are cleaning routines in place, some toys in the Baby and Toddler units are not cleaned appropriately and sufficiently to protect children against infection. Some areas of the nursery, particularly the Toddler unit and the Pre-School are poorly maintained and the ceilings in these areas are in poor condition in places. There is very little natural ventilation within the nursery, preventing children from benefiting from fresh air. There is no provision in the baby sleep room for the windows to be opened. This prevents babies from sleeping in a well-ventilated environment. The room temperature in the Pre-School is not appropriately maintained, resulting in a hot and uncomfortable environment. This does not provide a healthy environment for children.

Staff ensure that babies and children do not share bedding. The cots are clearly labelled and there is some provision to ensure that each child's bedding is kept separate. Staff implement a 'no shoe' policy in the Baby unit. This helps to keep the floor area clean for babies and contributes towards some forms of hygienic practice.

The system for reporting accidents is inadequate as staff are not fully aware of company policy and do not implement it in daily practice. Consequently, the information recorded by staff is inconsistent and does not always record children's accidents fully and clearly. Although there is provision for staff to record details of accidents resulting in head injuries, some records are not signed by parents. This prevents parents from being fully informed about their children's

accidents. The current procedures for maintaining accident logs are not used effectively by staff to monitor the pattern of accidents and prevent further incidents happening. This does not sufficiently protect children.

There is some opportunity for children to move around freely and enjoy physical activity. Children play in the outside area and enjoy walks in the local area. This enables children to benefit from fresh air. However, there are few resources available within the nursery for babies and children to develop their physical skills. For example, in the Baby unit, there are few push/pull toys restricting babies from becoming mobile and developing balance and co-ordination. Toddlers develop their movement and co-ordination as they play active games. They develop manipulative skills as they handle resources, such as chunky chalks, crayons and paintbrushes.

Children's health and welfare needs are not met consistently. Although there are satisfactory procedures in place for the administration of medication, not all staff are suitably trained in administering specialist medication, such as an Epipen. This restricts a number of staff from caring for some children's health needs appropriately.

Children's dietary needs are adequately met. The nursery menu has recently been reviewed and reflects a balanced and interesting range of meals. The chef has a clear understanding of each child's dietary requirements and there is a weaning programme in place for babies. However, the arrangements for ordering food products sometimes results in variations from the stated menu. For example, instead of fresh fruit snacks, children have tinned fruit in syrup. This information is not sufficiently made known to parents, resulting in misleading information being shared with parents regarding children's daily dietary intake. Parents' preferences are considered and mostly adhered to in the provision of meals. For example, staff acknowledge when parents do not wish their children to have sweet puddings and provide alternatives, wherever possible.

Protecting children from harm or neglect and helping them stay safe

The provision is inadequate.

Children's security is given high priority and access to the nursery is restricted to authorised adults only. This helps to keep children safe and ensures a secure environment. All nursery rooms have telephone access, enabling staff to maintain contact with one another and ensure supervision of children. There are separate areas for babies, toddlers and pre-school aged children. This ensures that children of similar ages and developmental ability can be cared for together. The hazards identified in the outside area, have still not been addressed. As a result, insufficient attention has been paid to ensuring children can play outside safely. Some areas of the premises are in a satisfactory condition, however, other areas are poorly maintained.

Children use equipment and furniture, such as highchairs and cots, which are in good condition and are safe for children's use. Some equipment in the Toddler and Pre-School rooms is stored at low level, enabling children to access it easily and safely. However, in the Baby and Toddler rooms, toys and play materials are not rotated sufficiently to maintain children's interests.

Staff prevent the younger children from helping to learn about safety, as staff do not utilise opportunities to explain hazards to children. For example, some of the Toddler unit staff do not present themselves as positive role models in encouraging safe play in the Sensory Room. As a result, children are encouraged to play roughly and this often results in injuries to children. However, staff in the Pre-School are pro-active in helping children to learn about safety. Topics and themes, such as People Who Help Us, help children to learn about the importance of safety and staff give clear explanations as to why children must not run around inside and must careful whilst using tools such as scissors. This helps the older children to take responsibility and learn how to provide a safe environment.

There are insufficient procedures in place to keep children safe in an emergency. Children are not sufficiently kept safe, as staff do not consistently implement written company policies relating to safety. For example, staff do not consider the implications of an emergency situation and have not devised robust procedures to ensure children are cared for appropriately in a designated 'place of safety'. Staff do not consider unannounced emergency evacuation drills as potential emergencies and, therefore, take insufficient action to protect children from potential hazards. This compromises children's safety and prevents children from learning safe evacuation drills.

There are insufficient procedures in place to ensure that all staff have an understanding of their responsibilities in safeguarding children. As a result of this, staff have a limited awareness of how to protect children and implement appropriate procedures, should they have a concern about a child in their care.

Helping children achieve well and enjoy what they do

The provision is inadequate.

There is very poor interaction between staff and children in the Baby and Toddler units. However, children in the Pre-School enjoy close and warm relationships with the Pre-School staff. This leads to significant differences in the care and learning provision between the Pre-School and the other areas of the nursery. Staff in the Baby and Toddler units are often inattentive to children and do not always respond appropriately to their developmental needs. The Baby unit rooms lack warmth and affection and staff do not always offer babies comfort and appropriate reassurance. There is a lack of stimulation for children, particularly in the Baby unit. Toys and play materials do not always present sufficient developmental challenge. For example, there are no resources freely available for babies to develop mobility and be supported in learning to walk. There are insufficient activities and opportunities planned within the daily routine to engage babies' interests and develop their curiosity and motivation to explore. The limited interaction between babies and staff restricts babies from developing appropriate communication and language skills.

Children do not consistently benefit from close, loving relationships with staff. Children's individual care and welfare needs, such as feeding and nappy change times, are not used to form bonds between children and staff as there is very little close interaction.

Older babies in the 'Pre-Toddlers' have some opportunities to develop their role play and begin to use their imagination. They have access to resources which stimulate their senses and develop

an understanding of 'cause and effect'. However, these resources are not rotated sufficiently to sustain children's interests and curiosity.

Children in the Toddler unit have access to a range of play activities. However, staff do not always utilise all play opportunities to encourage children's learning and development. For example, poorly planned and presented story times, result in children lacking interest and concentration. Toddlers show little interest in their surroundings as the daily routine is not planned sufficiently well to maintain their interests. There are some opportunities for children to enjoy sensory play using sand and water and children enjoy singing songs. However, these sessions often become disrupted due to poor staff deployment and lack of attention from staff.

There are inadequate systems in place for staff to record and monitor the developmental progress of the babies and toddlers. Not all staff are familiar with the Birth to Three Matters framework, although the framework is used as a basis for activity planning. As a result, staff lack confidence and understanding of how to implement appropriate activities using the aspects of the framework to assess children's development. Insufficient training opportunities prevent all staff from increasing their knowledge and understanding of using the framework effectively to plan appropriate activities to stimulate the younger children's development.

NURSERY EDUCATION

The quality of teaching and learning is satisfactory. The delivery of the Foundation Stage curriculum in the Pre-School is well-organised and implemented by committed, loyal and dedicated staff. As a result, children benefit from their time in the Pre-School. The atmosphere within the Pre-School is significantly different from all other areas of the nursery. The Pre-School has a busy and lively atmosphere, where children enjoy strong relationships with staff and their peers. Staff have a clear understanding of the Foundation Stage curriculum, enabling them to plan a suitable range of fun and practical activities covering all six areas of learning. Children's progress towards the early learning goals is closely monitored through assessment and observation. At present, the outside area is not used fully to extend children's learning and is not included in planning records. This restricts staff from building on children's learning and enabling children to enjoy appropriately planned activities within the outside area, particularly to foster children's physical development.

Children behave well within the Pre-School. Staff offer clear explanations and implement consistent strategies. This helps children to understand acceptable behaviour levels. Children negotiate with one another and help to resolve their own differences, with little intervention from staff necessary. Staff recognise and reward positive behaviour. As a result, children enjoy high levels of praise and encouragement and there is a very happy, positive atmosphere. Children are polite and courteous to one another and do not need reminding about saying please and thank you.

Children engage in fluent and enthusiastic conversation with staff and their peers. They happily talk together and recall their feelings and family news. Staff value what children say and listen attentively. There are many examples of children's writing on display and good examples of printed text and labels. This helps children to recognise and understand that printed words

carry meaning. Children develop an understanding of letters and sounds as they use the Jolly Phonics scheme and play games, such as Sound Bingo.

There are some examples of numbers on display for children. However, routine activities, such as preparing for lunch and snack time, are not always utilised fully to enable children to develop their practical mathematical skills, such as counting and developing an understanding of more/less than. Children use resources for sorting, weighing and measuring. They make patterns and sequences with beads and pegs and play number games to develop counting skills.

Children have opportunities to develop an understanding of the wider world. They explore different countries and learn about the customs and cultures of other children. Topic work and themes, such as Homes and Gardens, Mini Beasts and Weather, enable children to learn about the local community and environmental issues.

Children have some opportunities to develop their physical development, although this is not utilised fully within the outside area. Some children take part in a commercial fitness and exercise programme, taught by external specialists. This enables children to move in a variety of ways and develop balance and co-ordination. Children enjoy physical activities, such as music and movement and join in enthusiastically with action songs and rhymes. This encourages children to move in a variety of ways and benefit from physical activity. Children develop their manipulative skills and dexterity as they handle writing materials, art and craft resources and undertake activities such as threading and cutting out.

Children have some opportunities to express themselves freely, although there is a limited range of art and craft materials available. This restricts children from painting freely and producing their own art work, using their own chosen colours. Children explore using their senses. They handle a range of textures, such as sand, water, bubbles, dry pasta and cotton wool. There are many opportunities for children to enjoy music. Children sing spontaneously in their play and enjoy using musical instruments and listening to different types of music.

Helping children make a positive contribution

The provision is inadequate.

Children's individual needs are made known to staff. However, not all staff are committed to treating all children fairly and appropriately, according to their needs and developmental ability. Children develop an understanding of respecting diversity, as they see positive images of gender, disability and cultural background reflected in their books and play materials. Pre-School children learn about diversity and recognise different customs and multi-cultural beliefs. They make 'happiness necklaces' and learn to show kindness to one another and be aware of other people's feelings. This helps Pre-School children to learn to respect the needs of others. As a result, children's social, moral, spiritual and cultural development is fostered.

There is weak support in place for children with learning difficulties and/or disabilities. Some staff have experience in supporting children with individual needs and have relevant skills, such as understanding Makaton signing. However, the designated Special Educational Needs Co-ordinator currently lacks experience and understanding of the Special Educational Needs Code of Practice.

The procedures for managing children's behaviour within the nursery are inconsistent. Staff in the Baby and Toddler units do not always implement effective, age-appropriate strategies based on the children's developmental ability. Some strategies used by staff contradict the company's policies and do not reflect fair and positive actions. This prevents children from clearly understanding staff's expectations and acceptable behaviour levels. However, staff in the Pre-School promote a very fair, happy and harmonious atmosphere. Pre-School children recognise the 'Golden Time Rules' reminding them about the importance of being kind, helping, listening to one another and being honest. The inconsistent strategies for managing children's behaviour prevent the younger children from recognising right from wrong.

The partnership with parents and carers is satisfactory. Parents receive information about each child's daily progress and activities and there is written information provided regarding the Foundation Stage curriculum. Parents are actively encouraged to become involved in the Pre-School education programme, as staff provide information on forthcoming topics and themes and suggestions for extending learning at home. This helps children to see their parents and the nursery staff as equal partners in their care and education.

There is a written record of complaints which is shared with parents. Information is provided regarding Ofsted and nursery policies are made available to parents. Staff organise parents' evenings to enable parents to discuss their children's progress with their child's key worker. This helps to strengthen the partnership for children between their homes and the nursery.

Organisation

The organisation is inadequate.

The organisation of the daily routine and staff deployment is not always fully effective to meet children's needs. Staffing ratios do not consistently meet the National Standards, and, as a result, sometimes breach regulations. At the time of inspection, the nursery manager had left and is yet to be replaced. This results in unsettling periods for staff. The nominated Baby Unit Base Room Supervisor is unable to spend sufficient time in the Baby Unit, as she is also holds the position of Deputy Manager. As a result, the missing leadership and supervision in the Baby unit, leads to staff lacking direction and motivation and reflecting poor commitment to maintaining satisfactory standards of care for children. Conversely, the leadership and management of the Pre-School is satisfactory. The acting Pre-School Supervisor is committed and dedicated and leads a strong and supportive team. The team are pro-active in seeking out their own training needs and organise their own team meetings to ensure they work together to deliver high standards for children.

The nursery team consists of qualified and experienced staff, although not all staff, particularly in the Baby unit, demonstrate the skills and competence to care for babies and very young children. As a result, the baby rooms lack warmth and physical affection and care routines do not help to nurture the youngest children. The poor organisation of the Baby unit rooms does not sufficiently cater for all the babies' needs. For example, non-mobile babies and cared for with older babies, with no procedures in place for safeguarding the non-mobile babies. The organisation of babies' sleep times is poor and is not effective to meet their needs. For example, all babies are cared for in the same room, despite empty adjoining rooms being available. This

results in babies who are awake having to play quietly and babies who are trying to sleep are often disturbed.

The organisation of the daily routine is not always fully effective to meet children's needs. For example, lunch times and snack times are poorly organised, resulting in babies and children having to wait for long periods, becoming fractious, tired and restless. Staff move around the different nursery rooms to cover staff absence and breaks. This results in disrupted routines and children experiencing a number of different carers.

There are many written company policies in place, however, these are not consistently implemented by staff. Some staff demonstrate very little understanding of expected policies and procedures, and, consequently, their daily practice does not reflect head office expectations.

There are appropriate vetting procedures for staff, ensuring that staff are suitably cleared to work with children.

The organisation of documentation is poor, resulting in many records being misplaced. Some staff have a poor understanding of the importance of recording information accurately, particularly in the provision of accident records, and using records to evaluate further practice. Children's records are stored clearly and in individual files.

The setting does not meet the needs of the range of children's for whom it provides.

Improvements since the last inspection

At the last Care inspection, several recommendations were raised. These related to child protection documentation and health and safety routines. Most of these issues have been addressed, although provision for children's health and safety within the nursery still remains a weakness in provision. Since the last inspection, the policy for child protection has been amended to include all necessary details, however, staff lack understanding of their responsibilities regarding safeguarding children. This restricts them from taking appropriate action, if they have any concerns about children in their care. Staff implement a 'no shoe' policy in the Baby Unit to improve cleanliness within the nursery. Although this is effective in maintaining a clean floor area, staff do not support this by implementing consistent hygiene routines in other areas of care provision. This impacts on hygiene levels within the nursery and does not contribute fully towards protecting children from illness and infection. Provision has been improved to supervise babies after nappy changes, to ensure their safety whilst staff wash their hands. Staff in the Pre-School have removed film on the door to the bathroom, ensuring that children can be fully supervised to maintain safety levels in this area. These help to contribute towards keeping children safe, but other aspects of provision do not satisfactorily protect children from hazards and dangers.

At the last Education inspection, one point for consideration was raised. This related to improving written documentation for parents regarding the education programme. This has been addressed and staff provide a good range of written information regarding the Foundation Stage curriculum, including children's daily activities and ways to support children's learning at home.

This helps parents to understand the education programme and enables parents to be closer involved in extending their children's learning.

Complaints since the last inspection

Since April 2004 there have been two complaints made to Ofsted that required the provider or Ofsted to take action to meet the National Standards. The complaints related to Standard 2 - Organisation; Standard 3 - Care, Learning and Play; Standard 6 - Safety and Standard 7 - Health. The first complaint was made in August 2004 and related to care practices and the management of children's welfare. Ofsted required the provider to carry out an investigation. As a result, the provider developed appropriate procedures to ensure that children's behaviour was managed appropriately and that complaints were recorded. Ofsted was satisfied that by taking these steps the provider met the National Standards and remained qualified for registration at the time the investigation was closed.

In February 2006, a complaint was raised regarding children's health and safety. Ofsted made an unannounced visit to the nursery and as a result of this visit, actions were raised relating to the safety of the outside play area and the room temperatures of the nursery rooms. A further action was set regarding staff deployment and the organisation of appropriately qualified staff. A second unannounced visit was made to the nursery in April 2006. During the visit it was noted that previous actions in relation to the safety of the outside play area and the experience and qualifications of the base room supervisors had not been met. Notices of failure to comply with regulations were issued to improve the condition of the outside play area to ensure that all identified hazards were made safe and to improve staffing levels in the nursery to ensure that appropriately qualified and experienced base room supervisors were in place for all group rooms. During this visit, concerns were raised regarding fire safety arrangements within the nursery. An action was set to ensure compliance with all recommendations set by the Fire Officer. A follow up visit was made to the nursery on 10 May 2006. The inspectors found that staff were not being deployed effectively to ensure staff ratios were being met in all rooms and an action was set to improve staff deployment within the nursery to ensure staffing ratios comply with the National Standards at all times. It was also noted that emergency evacuation procedures were inadequate and an action was set to improve the procedures for emergency evacuation to ensure that all staff and children can safely and effectively evacuate the premises, in accordance with health and safety regulations.

The outside area was observed following the previous Notice of failure to comply with regulations and it was noted that temporary measures to improve the area had been put in place. An action was set to devise written action plans, and submit to Ofsted, detailing permanent arrangements to make the outside play area safe for children, including all timescales for completion of work. Following a further visit to the nursery on 8 June 2006, the nursery provided information to confirm that they had adhered to the Notice and their progress on the actions would be monitored. Ofsted was satisfied that by taking these steps the provider met the National Standards and remained qualified for registration at the time the investigation was closed.

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 inadequate - enforcement action. The registered person does not meet 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

Ofsted is taking **enforcement action** to safeguard the welfare of 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):

- improve the opportunities and resources available in the outside area to extend children's learning and physical development
- utilise more opportunities within the daily routine for children to develop practical mathematical skills
- ensure adequate resources are always available to support the delivery of the Foundation Stage curriculum, particularly to support children's creative learning and development

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