

# Leapfrog Day Nursery - Bicester

Inspection report for early years provision

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| <b>Unique Reference Number</b> | 134308  |
| <b>Inspection date</b>         | 18 April 2007                                     |
| <b>Inspector</b>               | Maxine Coulson                                    |
| <b>Setting Address</b>         | 1 Barberry Place, Bicester, Oxfordshire, OX26 3HA |
| <b>Telephone number</b>        | 01869 321522                                      |
| <b>E-mail</b>                  |   |
| <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 inadequate - notice of action to improve. 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 ( Bicester) is one of 101 nurseries run by Leapfrog Day Nurseries (Trading) Ltd. It registered in 2000 and operates from a purpose built two storey building in Bicester. Children who attend come from the local community and surrounding areas.

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 all year. All children share access to a secure enclosed outdoor play area.

There are currently 120 children aged from three months to five years on roll; of these, 39 children are in receipt of nursery education. Children attend for a variety of sessions. The nursery supports children with English as an additional language and learning difficulties or disabilities.

The group employs 25 staff and 12 of these staff hold appropriate early years qualifications. Five staff are working towards an early years qualification.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children are healthy through the staff's good hygiene practices which help reduce the risk of infection. For example, staff within the baby and toddler rooms consistently wear disposable gloves and aprons during nappy changing helping to prevent the spread of germs. Babies rest according to their own needs and home routines, while toddlers sleep after lunch. However, if any child falls asleep before they have eaten, staff ensure their food is available on waking. Children are beginning to develop an understanding that appropriate hand washing stops germs from spreading and making you unwell.

Children benefit from a healthy and well balanced diet, which meets all their dietary needs and requirements. For example, babies have their own special weaning menus which are provided in consultation with parents. Children have regular snacks such as, fruit both morning and afternoon, and tasty, freshly prepared meals, which are cooked on the premises daily. Children have drinks at snack and meal times, younger children are offered drinks throughout the day, while older children can help themselves to fresh drinking water whenever they need to. This prevents children from becoming thirsty.

Children have regular access to a well equipped outside play area. All children freely choose from a good range of toys and equipment that are appropriate to their ages and abilities. They are beginning to learn skills such as riding scooters and bikes or kicking balls, helping to develop their large physical skills and hand/eye co-ordination. Outside play enables them to run around freely, allowing them to learn about spatial awareness and control of their own bodies and generally have fresh air and exercise helping them remain healthy.

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

The provision is inadequate.

Staff have some knowledge of child protection issues and procedures to safeguard children, however, they lack understanding of their responsibilities to ensure the children's welfare is maintained at all times by expressing concerns or challenging inappropriate practices within the setting. This compromises children's well being. Children's risk of accidental injury is minimised wherever possible through the staff being vigilant during the children's inside and outside play. For example, when younger children play on the slide staff guide them up the steps. Children play safely within a secure setting and through safety measures being in place, such as security doors.

Children enter happily and confidently into a warm and welcoming environment where they settle easily and play in a relaxed atmosphere. All rooms are well organised and thoughtfully planned out allowing children maximum space to play in. Older children have their own creative/messy play room, while younger children and babies have areas of soft play with mirrors on walls. Babies benefit from a wide range of appropriate toys and resources. All children move safely around the rooms during the day to experience a good range of activities, such as art and craft and imaginative play.

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

The provision is satisfactory.

Children willingly separate from their parents and carers when they arrive and settle into the routine of the day. They have a high sense of self worth and self-esteem through staff knowing and meeting children's individual needs. Younger children are beginning to play well alongside their peers during indoor and outdoor activities as they are supported to develop social skills, such as sharing and turn taking. For example, two babies delight in knocking down tower of cups, laughing and giggling with each other. Young children and babies are building up a sense of trust and security as they develop close relationships with the staff. They enjoy activities, such as singing action and rhyme songs, construction and role-play. Staff are becoming familiar with the curriculum for children under three years and are beginning to develop their knowledge and understanding of the Birth to three framework to appropriately plan for younger children, although plans displayed on the parent's notice board are not always kept up to date.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Children are making satisfactory progress towards the early learning goals. Planning of the curriculum links well to the learning areas. Staff are actively developing their knowledge and understanding of the Foundation Stage curriculum and how to provide a sufficient range of activities in each of the areas of learning. They generally support children's learning through asking questions that encourage them to think and respond, although there are times when children are not sufficiently and consistently challenged across all areas of their learning.

Children enjoy their time in the nursery and they settle quickly and join in activities when they arrive. Children are forming friendships with their peers and approach adults for their personal needs, such as the toilet or just simply to have a cuddle. Children's independence is generally promoted as they help tidy up with a little encouragement and washing and drying their hands after toileting. Staff set out activities and play equipment for children on a day to day basis. Children's language is developing well. Older children confidently talk about their experiences, for example, going to London to see the Queen, which developed from singing the nursery rhyme. Children are encouraged to write for different purposes such as, copying words used for labelling of familiar objects around the room or writing their own names on their pieces of work, paintings and drawings.

Children are introduced to simple addition and subtraction through singing number nursery rhymes, as well as being questioned during focussed activities. For example, children use bricks to build towers then measure them against cards to match the right length. Activity plans indicate that children have opportunities to develop mathematical language, count, compare and sort. Children are beginning to develop knowledge of their environment as they are taken out on walks and trips into the local community and have visits from the fire brigade for example. They have some opportunities to use information and communication technology, such as a computer. Children read books for their own enjoyment and use a range of and experience different textures of materials, they plant their own seeds into pots and learn how things grow. They show good imagination and use role play to enact what they know, extend communication skills and initiate play. Children are beginning to develop good levels of hand/eye co-ordination through various indoor activities and use of paint brushes, scissors, pens and pencils.

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

The provision is inadequate.

Children are developing good self-esteem and a sense of self worth through staff knowing and meeting their individual needs and praising and acknowledging achievements. For example, where children may have special dietary requirements due to allergies there are always alternatives available. They play happily with other children of the same age helping to develop social skills. Children behave well and are beginning to learn and understand about sharing and taking turns. Most staff manage children's behaviour appropriately, however, staff working in the toddler room do not demonstrate sufficient awareness and understanding of acceptable practices.

Children have regular access to a lovely range of activities and resources that help them learn about differing lifestyles and cultural events and celebrations. Toys and equipment reflect positive images and diversity. Children are learning to consider and value others through discussions and activities with their peers and staff. The staff do not currently support any children with learning difficulties or disabilities, but have satisfactory procedures in place to do so. Spiritual, moral, social and cultural development is fostered.

Children generally benefit from the positive and friendly partnership staff have with parents. Children receive consistent care because staff work closely with parents to ensure they follow their home routine. For example, babies sleep and eat according to the routines they follow at home. The daily sharing of information sheets, regular newsletters and parents' notice board helps staff and parents work together to meet children's individual needs. The partnership with parents of children who receive nursery education is satisfactory. Staff provide information about planned activities and share the observation and development records with parents. They organise parent's evenings

## **Organisation**

The organisation is inadequate.

Children enter confidently into a welcoming environment with sufficient staff to ensure children are safe and secure, although staff are not always utilised in the best possible way to care for children during lunchtime. Staff make and record observations of children and they share these records with parents and use them to help plan children's development. Staff offer a variety of fun activities to help build children's confidence and develop new skills. There are appropriate written policies and procedures in place, however, certain policies such as child protection and behaviour management are not sufficiently covered at induction training, to ensure all staff have adequate knowledge and awareness of safeguarding children. Staff share information with parents and keep clear up to date records to ensure all children receive consistent care and their individual needs are met.

Leadership and management of the nursery education is satisfactory. Staff working with children in receipt of nursery education have good knowledge of the Foundation Stage to help children achieve. They are actively supported in the development of their knowledge and skills by attending relevant training. However, the recent changes in management mean there are not always sufficient focussed and structured activities to ensure children are fully developing across all six areas of learning.

The provision does not meet the needs of the range of the children for whom it provides.

## **Improvements since the last inspection**

Since the last care inspection the nursery have made good progress in ensuring there is a good range of domestic style furnishings in the baby room, that ratios are maintained at all times through regular monitoring of children in attendance and this ensures correct staffing ratios are in place at all times, obtaining parent's permission to display photographs and information. This results in staff being able to promote and safeguard children's welfare and safety.

Since the last nursery education inspection the nursery have made good progress in further developing the planning system to include all aspects of learning and outdoor activities; to linking the planning to the stepping stones and use the assessment records to inform the next steps of learning and encouraging children to be independent learners.

However, not all staff caring for younger children use appropriate behaviour management strategies, this means the children's welfare is not consistently maintained.

## **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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 - notice of action to improve. 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**

To improve the quality and standards of care, the registered person **must** take the following actions:

- develop staff's understanding of appropriate behaviour management strategies
- ensure all staff are aware of procedures to follow in the event of inappropriate practice observed/used within the setting

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

### **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):

- provide consistent challenges to promote all areas of children's learning

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](http://www.ofsted.gov.uk)