



Leapfrog Day Nursery - Bristol, Portishead

Inspection report for early years provision

Unique Reference Number	EY252071
Inspection date	15 December 2006
Inspector	Sue Davey
Setting Address	Serbert Road, Gordano Gate, Portishead, BS20 7GF
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Registered person	Nord Anglia Nurseries 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 good.

WHAT SORT OF SETTING IS IT?

Leapfrog Day Nursery is one of five nurseries in the South West region, which are part of the national chain Nord Anglia Plc. This large purpose-built day nursery was registered in 2003. It is situated on the outskirts of Portishead on a rapidly developing business park and residential estate. It is within easy commuting distance of Bristol, Weston-Super-Mare and the M5 motorway. It operates from a single storey building, which comprises seven playrooms, a kitchen, laundry, staff room, office and toilets. There is also a fully enclosed garden for outside play.

The nursery is open each weekday throughout the year, except for Bank holidays; and operates from 07.30 to 18.00. A maximum of 91 children may attend the nursery at any one time. Currently there are 111 children on roll. Of these, 42 receive funding for nursery education. The nursery can support children with special needs and those who speak English as an additional language.

The nursery employs 15 members of staff on a full-time basis and seven part-time. Of these, 10 staff hold appropriate early years qualifications to level 3 and five staff have level 2. Four staff are currently working towards a level 3 qualification in early years and childcare. As an optional extra, specialist teachers provide French and exercise sessions if parents request it. The setting receives guidance and support from an advisory teacher from North Somerset Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children thrive because staff follow effective procedures to promote their good health and minimise the spread of infection. For example, they do not admit children who are ill or infectious; they make sure the premises, toys and equipment are regularly cleaned; and they use daily routines to teach children from a very young age the importance of personal hygiene. Older children understand the need to wash their hands to 'get rid of the germs', and they dispose of tissues appropriately. Children have their own freshly laundered bedding; and baby toys are frequently sterilised. A number of staff hold certificates in paediatric first aid and know how to deal with accidents. Some have received additional training for specific procedures such as the use of an Epi-pen. Records show that parents are always told if their child has an accident. Requests for children to receive medication are made in writing and a record is kept of medicines given. However, some consent forms lack detail.

Care and consideration is given to the preparation of high quality, nutritious meals and snacks. Consequently, children receive a well-balanced and healthy diet that takes good account of their individual dietary needs. Children enjoy the freshly prepared, hot cooked meals, and they benefit from plenty of fruit and vegetables. The meals are so popular with the children that parents have requested the recipes to try at home. Milk or water is provided at snack times; drinking water is always available and children help themselves when thirsty. Staff talk to parents to regularly update their information about home routines and they feed babies accordingly.

Children are physically active. They have daily access to an outside play area where they climb, ride bikes and scooters, practise ball skills and have space to run about. There is an indoor activity room with soft play equipment for alternative activities or wet weather play. Some children benefit from additional music and movement sessions each week with visiting specialists. Babies have room to roll, stretch and crawl. When ready, they are encouraged to practice their first tentative steps under the watchful eye of experienced and caring staff. Babies and children who need to sleep or rest are able to do so in relative peace and quiet. Staff record information about child's eating and sleeping habits to share with parents each day.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The large, purpose-built nursery offers an attractive and welcoming environment for children and parents. Playrooms are arranged in small, age appropriate units so that children develop

a sense of security and can move around safely. The outside play space, although somewhat uninspiring, is fully enclosed with high-level fencing. It is mainly laid to lawn, with some paving and a rubberised safety surface to house the climbing frame. Outside play sessions are timetabled for different age groups. This means that little ones are not adversely affected by the more boisterous play of older children. However, it also means that pre-school children have restricted access to outside learning activities. All toys and equipment are obtained through reputable suppliers and meet the needs of the children's different ages and stages of development. They are stored in low-level containers so that children can see what there is to play with and independently help themselves. Children also have access to a selection of stimulating, natural materials, which staff supervise well.

Throughout the nursery, risk assessments are used to identify potential hazards and action is taken to keep children safe. A member of staff has particular responsibility for health and safety. She attends regular training and updates staff accordingly. Effective procedures include checking sleeping babies every five minutes; operating a secure entry system and closely monitoring all visitors to the building. Children's safety and welfare is further protected because staff understand their responsibilities regarding child protection. If concerns arise they know when and where to seek advice.

Helping children achieve well and enjoy what they do

The provision is good.

Babies and children throughout the nursery are happy and settled. They receive continuity of care as staff get to know them well through the key worker and buddy system. Staff carry out regular observations, note what children are interested in and assess their development. They use this information to plan appropriate activities and encourage further progress. The consistent daily routine provides structure to the day and helps children to feel secure, as they know what to expect. Staff have a good knowledge and understanding of the Birth to three matters framework to support children under the age of three years. Babies receive plenty of cuddles and reassurance from familiar and experienced staff. They eat and sleep according to parent's wishes and when awake, enjoy the tactile experience of natural materials and interesting substances. Staff spend time talking to babies, encouraging mobility and awareness of others. In the toddler units, staff help children gain independence through daily routines. They extend their curiosity through cause and effect toys, develop imaginative play and experiment with paint and glue. Children enjoy stories and singing and begin to learn the principles of sharing and taking turns. Children aged three and above, follow the stepping stones of the Foundation Stage. All children enjoy playing out side but although the garden is a good size, it has not yet been developed to provide a stimulating and interesting environment.

Nursery education

The quality of teaching and learning is good. Staff have a clear understanding of the Foundation Stage and plan appropriate activities based on their observations of children's development. Children have a positive attitude towards learning. They show interest in the activities provided and make good use of the resources. For the greater part of the day, children choose what they want to play with, but they also benefit from pre-planned, adult-led activities during each session. Staff support children's learning as they join in with their play. They ask questions to

make them think and use daily routines to provide meaningful experiences. For example, children calculate how many cups and plates they need to set out at lunchtime. They develop the confidence to speak in front of a group by sharing news; they learn to say hello in different languages; and they practice their writing skills as they pretend to 'take the register'. Children experience volume and capacity through sand and water play. They build and design with construction toys and create imaginary worlds with cars, dolls and role-play equipment. Most children recognise their own name in print as they self-register on arrival. Some can read the name of other children too. They understand that print has purpose as they ask to have stories read or attempt to write their name on their work.

Children enjoy the challenge of appropriate computer games; they demonstrate good mouse skills and an understanding of programme operations. They learn about different habitats as they help to care for the nursery's fish and African snail. However, opportunities to learn about the natural environment are largely limited to indoor activities as there is no outside classroom. Children enjoy occasional outings to the shops or park. A recent trip to the zoo inspired some children to recreate structures and enclosures for a variety of toy animals. Children also have good access to art and craft materials. They freely create pictures as well as learning new techniques, such as painting with string or a ball. Children take pride in their work and gain a sense of ownership in seeing their pictures attractively displayed. However, staff do not often record what children say about their work and so miss opportunities to develop their creativity and communication skills still further. Children concentrate and work well together as they take part in specific events, such as the Christmas play. They learn new songs, practise their cues and delight in dressing up to perform in front of their parents. These group activities help to build children's confidence and encourage a concept of teamwork.

Helping children make a positive contribution

The provision is good.

All children are fully included in the setting and they learn to accept each other's differences and similarities. They have access to a number of resources that show positive images of diversity such as, books, puzzles, dolls, role-play equipment and dressing-up clothes. Both girls and boys are encouraged to take part in a full range of activities. They also explore various traditional events and celebrations throughout the year. Currently, there are no children with learning difficulties or disabilities attending nursery. However, staff have a very positive attitude towards this area of work and the special needs coordinator (SENCO) attends regular training.

The staff team have a consistent and positive approach to behaviour management; consequently, children of all ages behave very well. Staff quickly distract very young children before issues arise; they encourage sharing and turn taking; and guide older children to talk through frustrations and conflicts. Some staff are particularly skilled in the art of conflict resolution. They acknowledge children's feelings; encourage them to explain their particular need and help them find mutually acceptable solutions. In this way, children learn to consider the needs of others and resolve disputes through discussion and negotiation. Children gain a sense of responsibility as they help tidy away the toys and materials; take turns with the aid of a sand timer; or borrow the nursery bear for a weekend. Overall children's spiritual, moral, social and cultural development is fostered.

The setting's partnership with parents and carers is good. Parents receive clear and well-presented information about the nursery. The notice boards display policies and procedures; examples of children's art work; and items of interest such as menus and activity plans. Staff are friendly and approachable and they strive to build positive relationships with parents. The settling-in period gently introduces children to nursery and gives parents the opportunity to get to know their child's keyworker, which in turn helps children to feel more secure. Staff talk to parents every day to give feedback on their child's wellbeing. They meet regularly throughout the year to share written assessments and discuss children's progress. They positively encourage parents to contribute towards their child's overall assessment. For instance, there are specific forms, which ask parents to record their own observations of their child during weekend or holiday activities. For some this involves a diary account and photographs of their child's adventures with pre-school's 'Biscuit Bear'. Parents talk enthusiastically about the care their children receive in the nursery. They eagerly attend the Christmas play; accompany children on nursery outings and share skills as appropriate. For example, some parents work for the emergency services. They add to children's experience and understanding of the community by visiting the nursery with a fire engine and ambulance. The complaints procedure is readily available and parents know who to contact if concerned about any aspect of their child's care. Their concerns are taken seriously; recorded, and dealt with according to regulations.

Organisation

The organisation is good.

Company practice and management training ensures the nursery operates rigorous recruitment procedures. All staff are thoroughly vetted and they undergo a period of induction. They receive regular supervision and take part in an annual appraisal system. Throughout their employment, they have excellent access to training and good support for their ongoing professional development. In this way, children are cared for by a well-qualified, stable and motivated staff team. The manager ensures that staff are deployed effectively. Where possible, she employs the same relief staff so that children receive continuity of care during periods of staff absence. All regulatory documentation is in place and up to date, although consent forms relating to medication, require a little more detail in some instances. Overall, the organisation of care and education throughout the nursery promotes children's health and wellbeing. Consequently, the setting meets the needs of the range of children for whom it provides.

Leadership and management are good. The nursery manager spends time observing staff practice and provides regular constructive feedback. The deputy manager and a senior nursery nurse oversee the delivery of the Foundation Stage. They both work with the children and staff, and spend time monitoring the effectiveness of the curriculum. Staff meet regularly to discuss individual children and plan the next steps in their learning. They produce detailed written plans and set up appropriate activities, but evaluations are not always meaningful and some assessments are not kept up to date. Overall, staff are committed to ongoing improvement and readily seek guidance from their local authority advisory teacher.

Improvements since the last inspection

At the last inspection the setting was asked to consider a number of recommendations to address specific weaknesses in care and nursery education. Recommendations regarding care

included vetting procedures; qualifications of staff working with babies; the use of activities and resources to promote diversity and encourage children's progress; and parent's access to documentation. In relation to nursery education, staff were asked to develop their knowledge and understanding of the Foundation Stage; identify curriculum strengths and weaknesses; and improve planning and assessment to meet the needs of all children.

Since that time there has been considerable improvement throughout the nursery. The manager and staff drew up an action plan and have worked hard to address each recommendation. Consequently, staff who have not been vetted are never left alone with children; the baby room supervisor is experienced and qualified to an advanced level in care of babies and children under three years. A number of staff have received training on the Birth to three matters framework. All children have access to a wide range of toys and equipment, including natural materials and multi cultural resources. Staff plan activities around children's individual needs and interests. Parents have direct access to all policies and procedures and give permission for emergency treatment.

Pre-school aged children follow a broad based curriculum that helps them make progress towards the early learning goals of the Foundation Stage. Staff are trained to deliver nursery education. Their activity plans show differentiation for more able children and reflect staff's knowledge of what children need to learn next. Senior staff monitor the effectiveness of the provision and room observations help them identify strengths and weaknesses.

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 complaint record may contain complaints other than those made to Ofsted.

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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 the outside area to create an interesting and stimulating environment for children to play and learn

- further develop medication consent forms to provide more detail

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):

- further develop children's creativity and communication skills by encouraging them to express their ideas and give meaning to their work
- ensure evaluation of activities is meaningful and kept up to date, along with children's assessment records

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