



# Leapfrog Day Nursery - Swindon, Peatmoor

Inspection report for early years provision

<b>Unique Reference Number</b>	507993
<b>Inspection date</b>	13 March 2007
<b>Inspector</b>	Kay Roberts
<b>Setting Address</b>	Peatmoor Village Centre, Shearwood Road, Peatmoor, Swindon, Wiltshire, SN5 5DJ
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<b>Registered person</b>	Nord Anglia Nurseries 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 satisfactory. 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 opened in 1998. It operates from purpose-built premises at Shearwood Road, Peatmoor, Swindon and serves the local community. The two storey premises includes an entrance hall, office, kitchen, 10 childcare rooms, toilets and nappy change areas on each floor. Children are accommodated in groups according to age, with the under two's on the ground floor and older children on the first floor. There are enclosed outdoor play areas which have grass and hard surfaces. The nursery opens from Monday to Friday all year round except Christmas and the New Year. Sessions are from 07:30 to 18:00. Registration is for a maximum of 100 children from 12-weeks to eight-years and currently there are 94 on roll, all of whom are under five-years. This includes 22 funded three-year-olds and 18 funded four-year-olds. The nursery offers care to children with learning difficulties and physical disabilities as well as those who have English as an additional language. There are 15 staff who work with the children;

in addition there is a manager and cook. Of these staff there are 10 who have early years qualifications and five who are on training programmes.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is satisfactory.

Children's health is soundly promoted. The environment is generally clean, although the area around the sink in the pre-school room is not. Children learn the importance of hygiene from a young age as they wash their hands before snack and staff explain that they must use soap to kill the germs. The provision of hand basins, soap dispensers and paper towels, being placed at low level, facilitates children's independence. Pre-school children also realise that they must place their hand over their mouth when they cough. The risk of infection is minimised as staff follow hygienic procedures, for example nappy changing. Parents are aware of the policy for excluding children who are sick and are alerted to infections within the nursery, via the health and safety notice board. Children who become ill whilst at nursery receive appropriate care until parents are able to collect them. There are good procedures in place for managing both accidents and medication so that children's welfare is promoted.

Babies and some children are offered drinks at frequent intervals so they do not get thirsty. Other children are provided with drinks only at snack and meal times; as a consequence those children who do not have the confidence to ask for a drink, may become thirsty. Children eat healthy, varied meals and snacks and parents are aware of what children are eating as the menu is displayed and details recorded on children's daily record sheets. Children between the age of one and two years are given the opportunity to be independent and feed themselves, although staff are available to place the food on spoons for those children who have not yet mastered the technique. Pre-school children are more independent as they serve themselves and take turns in helping to set the table and to collect the food with a member of staff. Meal times are a social occasion and sometimes staff explain to children that eating a particular food is good for them, so they begin to understand healthy eating. Children do not go hungry as they are able to eat as much as they want. There is a good system in place for ensuring that special dietary requirements are met. Staff caring for babies pulp the food to the correct consistency and check the temperature with a prong so that babies do not get burnt. In the interests of young children, staff are trained by experts before undertaking tube feeding.

Children access outdoor play for short periods both morning and afternoon. They are protected from the elements. In winter they wrap up warm in coats and wear wellington boots and in the summer do not get burnt as sun screen is applied and they play in the shade of a gazebo. Outdoors young children develop strength in their legs as those who are just learning to walk push around a baby walker and hold the hand of a member of staff. They laugh with delight as staff rock them back and forth on the see-saw. Older children develop co-ordination as they weave between a number of cones on sit and ride toys, and bikes. They try to catch balls and hit balls with a bat. Large muscle skills are used to run and climb. Children learn to balance as they walk along a raised chain holding metal chain uprights. Other children have fun stamping in the mud. Indoors children continue to develop large muscle skills as they work together to carry a box containing a wooden train track and comment that it is 'heavy'. Staff provide space

so that babies develop strength as they begin to crawl and hold babies so that they begin to put weight on their legs. Babies do not become overtired as staff follow their home routine for sleep. They are able to sleep in a darkened room with the curtains drawn and always use the same cot. There is a good procedure in place for young children who require a sleep, so that they quickly relax as staff gently stroke their backs.

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

The provision is satisfactory.

The nursery has a welcoming, spacious reception area with well presented displays of children's art work and notice boards for parents. Premises are decorated and maintained to a suitable standard throughout. Children are located in base rooms according to age and ability. Each room is bright and colourful with displays of staff and children's art work, photographs and educational posters. However, pictures are not placed at child height. If a child wishes to see a photograph of themselves, staff need to lift them up. The environment is however child focussed with sufficient child sized furniture and, resources, coat hooks and bathroom facilities at low level so children can be independent. Each room is organised into clearly defined areas using low level shelving and mats, with space between each so that children move around freely and do not disturb each other whilst engaged in play. However in the pre-school room the book corner is not cosy because it is located in a walkway and the furniture placed flat against a wall. Children benefit from having access to outdoor play and two rooms which are available for physical play when the weather is inclement. Children have access to a broad range of clean, safe resources and remain interested as the activities are regularly changed throughout the day. However poor resources in some areas do impact on learning, for example the computer for pre-school children is broken and the amount of sand available is very little so children cannot fill a bucket or use it creatively. There is sufficient equipment, such as cots, to meet the needs of babies.

Children play in a secure environment and are only released to authorised adults. There is a clear procedure in place for ensuring that children are protected from people who have not been vetted. The risk of children having an accident is minimised as there are detailed risk assessments in place and staff undertake daily checks of the environment to ensure there are no protection hazards. In the event of a fire, children know how to evacuate the premises safely as they practise the drill on a monthly basis and full details are recorded. There is also a safe procedure for outings to which parents give written consent. The adult to child ratio is increased and staff use appropriate safety equipment. Children learn to protect themselves as a fire officer explains the danger of fires and a police officer talks about 'strangers'. Children are further protected as staff have a good knowledge of local safeguarding procedures.

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

The provision is satisfactory.

Children new to the provision are helped to settle as they are already familiar with their key worker and environment, having met them on a visit with their parents. Babies are emotionally secure as staff follow their home routine. They move through the day with their key worker whom they greet with a smile. They develop confidence as staff acknowledge their sounds and

begin to socialise as they vocalise in response to their peers. Young babies are interested in exploring the toys by mouthing. They are alert to what is happening around them and quickly turn when they hear a different sound. Babies acknowledge their reflection in the mirror. Staff provide the space and encouragement so babies are eager to move around; they move backwards and some crawl forwards. Strength is developed as they balance the weight of their body on their forearms. Co-ordination is emerging as they place small objects in a box. Babies have fun as they place a net over their heads and play 'peek a boo' with a member of staff.

Children from one to two-years have many opportunities to develop their senses. They enjoy splashing in water. After observing an adult operate a toy water wheel they try to copy her actions. Children scoop up some water in a bucket and use co-ordination to pour the water over the top of the wheel. Children use chunky brushes to daub paint on paper fruit shapes. When listening to a story they snuggle up close to a member of staff so they are able to see the pictures of animals in the book. Children feel the texture on each page. They are interested in listening to staff sing nursery rhymes and open and close their hands to 'Twinkle, Twinkle, Little Star'.

Children from two to three-years are beginning to recognise colours and understand the sequence of numbers as staff count the number of children. More able children are independent in taking off their wellington boots after being outside and kindly offer assistance to those younger than themselves. They listen to the story of 'The three little pigs' with interest and some children pretend to blow the house down, by puffing at the appropriate time. After listening to the story about a 'Cosy Caterpillar' staff explain how caterpillars change into butterflies so they begin to understand lifecycles. They are learning to understand the concept of time as they sing a song about the days of the week. Children join in with the words for 'Incy Wincy spider'. Staff lift children up to see the photographs and encourage language by asking questions. Children name their friends and say what they are doing. Although children have an opportunity to use problem solving skills to complete jigsaw puzzles, and to some extent are supported by staff, they do not persist as the task is made too complicated as a number of jigsaws are mixed together and there is no picture to offer guidance. Fine muscle skills are extended as children use a spatula to spread glue and add small pieces of glitter tinsel. They use pencil control to draw monsters using chalk and paint pictures.

There is potential for an effective planning cycle for children under three-years. Topic based planning ensures that all areas and aspects of the Birth to three matters framework are included on a regular basis. There are long, medium and short term plans, which are later evaluated. In addition information is provided on resources to be made available on a daily basis so that children remain interested and have access to all materials, and staff know what is required. Staff make regular observations and record children's progress in well presented 'All About Me' folders which include photographs supported by a brief informative caption and samples of children's work. Most key workers identify gaps in each child's education and organise focussed activities to address any shortfall. However one member of staff only plans activities for one of their key children in a week, and this is to the detriment of other children.

## Nursery Education

The quality of teaching and learning is satisfactory. Most staff have a sound understanding of the Foundation Stage, but those who have recently transferred to this room have yet to complete training and the lack of knowledge is exacerbated as daily activity sheets are not always available. Both planning and children's progress are monitored against a document which links directly to the Foundation Stage for personal, social and emotional development, mathematical development and communication, language and literacy. However, some components in the other three areas of learning are missing so children do not receive a full education. Staff make regular observations of children and use this information to plan focussed activities with their key children. Planning is fully detailed and ensures that all areas and aspects, included in the tracking document, are included on a regular basis.

Children are social and particularly enjoy imaginary play. They all engage in the same theme as staff participate and extend children's knowledge of the wider world. They go on boat trips and after one child has been burnt in a fire, the fire officer puts out the fire whilst the child is taken to hospital in an ambulance. Children are able to organise animals into groups which they line up around the edge of the water tray, explaining that they are going to the crocodile's birthday party. When they have finished playing, they put the animals back into the water.

Children demonstrate good observation skills when they draw a range of still life pictures. Staff extend their learning as they draw daffodils by asking them what else they could add to the drawing and explaining that flowers need sun and water. One child quickly recognises that this would create a rainbow and sings 'I can sing a rainbow' to herself. However, there are only limited opportunities for children to use craft materials to create their own pictures.

They have a sense of time and when given the initial letter are able to name the day of the week. Children recognise their own name in print and can read the names of some of their friends. More able children use pencil control to write their own name, whilst younger children copy their names from a card. However, when children are provided with an activity to make their name using magnetic letters they become frustrated as some letters are missing and they are unable to complete their name.

Children count five wheels on the train they have created from good quality construction materials, and recognise some written numerals. As children participate in singing 'Five currant buns in the baker's shop' they learn about subtraction as they count the number of children who represent the buns, remaining each time one bun has been purchased. They are able to name two-dimensional shapes and recognise that a hexagon has six sides. When water is spilt one child uses problem solving skills and fetches paper towels from the bathroom to mop up the water. Staff provide the time and opportunity so that children develop independence; they put on aprons and at lunch time serve their own meals.

Children confidently talk at length about items they have bought in from home for 'show and tell'. One child demonstrates how he can operate a remote control car. Within the nursery children have few opportunities to use programmable toys and at present the computer is broken. Children relax on the sofa and lie on the floor as they listen to a story at the end of the day. Although children respect books and pretend to read a story to their friends by interpreting the pictures, the book area is not particularly inviting or cosy.

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

The provision is satisfactory.

Children's spiritual, moral, social and cultural development is fostered. They have a sense of belonging as they each have their own named coat pegs and drawers. Their art work and photographs are displayed. Children develop confidence as much of the time they are all valued and included. Occasionally children may not feel valued as their name card is not included on the lunch table. Staff are alert to children's basic needs. For example when a child begins to fall asleep at lunch time, they are offered the option of going to bed and eating later. Although overall there is an effective key worker system, occasionally there is a need to move staff to different locations and this can cause uncertainty for young children.

Children are well behaved as they know that positive behaviour is rewarded, by things such as being chosen to go at the front of a line for outside play. Young children are given advance warning of tidy up time so they are prepared for change. Through participation in different activities and praise from staff, children learn to take turns and to share. Unwanted behaviour is sensitively managed and behaviour incidents are confidentially recorded and shared with parents. Children show a respect for their environment by tidying away toys they have finished playing with and placing used paper towels in the bin.

Some opportunities are provided for children to develop an understanding of the local community as they visit the shop and feed the ducks and goslings on the lake. A love of nature is fostered as children enthusiastically participate in bug hunts and know that spiders catch flies in webs. When visited by 'Zoo Lab' children are able to feel the snake, giant land snail and frog. They are interested in feeding the goldfish and afterwards watch as the fish eat the food. They pick daisies and buttercups from the garden. Children learn about life cycles as they plant runner beans and sunflowers and water them as they watch them grow. Children play with readily accessible resources reflecting positive images of diversity and their knowledge of other cultures is developed by participating in activities at times of festivals, such as Chinese New Year and Diwali.

The partnership with parents and carers is satisfactory. Parents comment positively about the provision and friendliness of staff. There is good communication both verbally and written so that parents are aware of practices within the setting and their child's day. Parents are consulted about children's individual needs when they first commence at the nursery, but staff are not proactive in obtaining details about children's level of attainment with regard to the Foundation Stage. Displays of planning keep parents informed about the education programme, but does not offer encouragement for parents to extend their child's learning at home. Twice a year parents meet with their child's key worker and receive a written report on children's progress, on which they are invited to make their comments. Parents are invited to the Christmas carol concert and fun days at Easter and during the summer. Babies and children are emotionally secure in the relaxed relationship between parents and staff.

## **Organisation**

The organisation is satisfactory.

The provider meets the needs of the range of children for whom they provide. Rigorous recruitment procedures ensure that staff are suitable to work with children and ongoing suitability is checked via appraisal. There is a thorough induction so that staff have an understanding of their role and responsibilities. The manager makes regular checks to ensure staff are meeting the required standard, although these are not always sufficiently rigorous. There is a system in place for ensuring that adult to child ratios are maintained and staff are appropriately deployed. However the movement of staff around the nursery can be disruptive to the effectiveness of the key worker system. There is a stable staff team and some staff, particularly those working with babies, are very enthusiastic about their work. Keen to improve practice staff have undertaken further training since the last inspection. Staff provide a welcoming environment which is bright and colourful with displays of children's art work and posters. There is space for relaxation, play and physical activity. Babies and children make sound progress as staff provide a wide range of interesting activities which appeal to children, although on occasions resources have not always been sufficiently considered and this impacts on learning. Paperwork is well organised and confidentially maintained except that personal details are included in the complaints log. Documentation complies with regulatory requirements.

Leadership and management are satisfactory. The manager has provided training on the Foundation Stage so that staff understand what is required and this is reflected in their interaction with children. However the recent change in staff within the pre-school room has left one member of staff unclear about the education programme. There are systems in place for ensuring that children's progress is regularly monitored and planning covers all areas of learning. However the manager was unaware of the shortfall in the education programme which impacts on children's learning. In addition, insufficient consideration has been given to children's creativity or in ensuring planned activities are sufficiently resourced. The vision for the future is to further develop the use of the outside area.

## **Improvements since the last inspection**

At the last inspection in February 2006 the provider agreed to meet three recommendations relating to care. They agreed to develop interesting and varied activities that were appropriate to children's individual needs. Children now have access to a broad range of interesting activities, such as jelly play, and new resources, such as a dolls house and multicultural figurines, have been purchased so that the learning opportunities for children have been extended. Good progress has been made against the second recommendation which related to information available to parents. Parents are provided with regular newsletters and the entrance hall has displays of pertinent information, such as health and safety, and healthy eating, which also encompasses children's drawings. The third recommendation required the provider to develop staff knowledge of nursery policies and procedures which should include named co-ordinators. Named co-ordinators are allocated to specific areas of care and this information is readily available. Staff read the policies and procedures prior to agreeing to comply with the requirements and copies are always available. Staff meetings are used as a way of discussing specific procedures, such as child protection and behaviour management, so that there is a consistent approach across the nursery. Some progress has been made against the fourth care



recommendation which required the provider to develop staff knowledge of childcare and education. Unqualified staff have been encouraged to pursue recognised relevant child care qualifications. Staff have attended training on both the Foundation Stage and Birth to three matters. Staff are also reminded at frequent intervals to consider the provision from a child's perspective.

Only limited progress has been made against the four recommendations relating to education. The provider agreed to improve the free choice for children, especially in creative activities and mark making. Children are now consulted about the activities they would like available at the next session. There are opportunities for mark making, although it was noted that children may access this more often if located closer to the area for imaginative play, which children particularly enjoy. The art is still very prescribed and children do not have access a range of materials for developing their own ideas. The second recommendation required that staff encourage parents to share what they know about their child to aid initial and ongoing assessments and to develop opportunities for parents to become actively involved in their child's learning. Parents of new children are not encouraged to share their knowledge about children's achievements which staff could use as a baseline, although they are now able to add written comments to the bi-annual progress reports. Although parents are provided with information about topics and planned activities within the nursery, they do not receive information on how this could be extended at home. There was a recommendation to continue to improve staff knowledge and understanding of the Foundation Stage and to monitor and evaluate the quality of teaching. Following the inspection staff working with pre-school children were given much training and support relating to the education programme so that they developed a full understanding. However, since this time the staff group has changed and further training is required for the newest member of staff. Staff evaluation of activities are considered during planning. The final recommendation required the provider to continue to improve planning and to ensure that all areas were covered in sufficient detail, and to make regular observations of assessments of children's progress which they should use to plan for children's individual learning. Planning is fully detailed and staff have a system in place for ensuring that children receive a balanced curriculum across the areas. However, a shortfall in documentation means that some aspects for knowledge and understanding of the world, physical development and creativity have not been included in the curriculum. Staff are making regular observations and monitoring children's progress and are using this information in focussed activities with key children to ensure that their individual needs are met.

### **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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

#### The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that drinking water is available to children at all times
- ensure that planned activities are appropriately resourced to support children's learning and confidence
- ensure that the movement of staff around the nursery does not impact on children's care and learning

#### 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 education programme by ensuring that all aspects are included in planning and for monitoring purposes, and that daily plans are always available to staff
- provide opportunities for children to develop their creativity by providing a range of suitable resources which are easily accessible to children
- improve the partnership with parents by further encouraging parents to share what they know about their child to aid initial assessment and provide opportunities for parents to become actively involved in their child's learning.

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