



# Leapfrog Day Nursery - Bristol, Stoke Gifford

Inspection report for early years provision

<b>Unique Reference Number</b>	EY289385
<b>Inspection date</b>	02 March 2007
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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, Stoke Gifford, is one of many nurseries operated by the Leapfrog chain. It is situated within a residential area of South Gloucestershire, close to Bristol Parkway railway station. The nursery operates from a purpose-built single storey building and serves families from the local area.

Children are grouped according to age and babies, under one year, have a self contained area which includes a sleep room. Children aged one to two years, two to three years and three to five years have separate base rooms and craft areas. Each age group has access to enclosed outdoor play areas. Children's meals are prepared on the premises each day.

The nursery operates all year round, excluding bank holidays. It is open Monday to Friday between 07.30 and 18.00 hours. The nursery is registered to care for a maximum of 126 children

under five years of age. There are currently 113 children on roll. This includes 39 children who receive funding for nursery education. The nursery employs 24 staff and of these 14 hold appropriate early years qualifications. The nursery receives support from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Well developed routines within the setting promote children's health. Staff follow procedures to ensure children are protected at nappy changing and meal times, as they routinely use gloves and aprons to carry out tasks. Areas used by children are clean and well maintained. Soft toys and furnishings are regularly washed and individual bedding is kept separately. This minimises the risk of cross infection to children. Children take responsibility for their own hygiene as they become older and independently wash their hands without prompts from staff.

Effective records are maintained and shared with parents regarding children's accidents and medication, which promotes their health. Arrangements for contacting parents of sick children are clear and children are monitored sensitively by staff when necessary. The majority of staff hold first aid certificates to ensure children receive appropriate treatment if required.

Children enjoy their food and benefit from a good balance of nutritious meals and snacks. Six-weekly menus are shared with parents and include a variety of seasonal fruit and vegetables. Children have regular drinks and older children readily access their own throughout the day as they need them. Toddlers and pre-school children learn about healthy eating as they join in spontaneous discussion and role play with staff. They talk about favourite fruits and consider where their food comes from.

All children have regular opportunities for fresh air and exercise during daily outdoor activities. They enthusiastically use a range of equipment, such as the climbing frame and tunnels, which promotes their physical development. Older children respond well to music and movement activities and become aware of changes to their bodies when they exercise.

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

The provision is satisfactory.

Children are safeguarded as the premises are secure and access is monitored well by staff. Appropriate risk assessments are in place to monitor identified risks within the setting. Children are generally well supervised to promote their welfare. However, the organisation of staff and children, at times, results in some inconsistencies in day to day practice. Suitable fire precautions are in place and children become familiar with evacuation procedures through monthly drills. Older children learn how to safeguard themselves during topic work, such as road safety. For example, they draw a large zebra crossing and direct bikes in fun activities.

Children are cared for in an attractive and welcoming environment. Colourful displays and child centred furnishings provide comfortable and secure areas in which all children can play safely. For example, babies explore their surroundings as they shuffle and roll around the room. Each

area of the nursery is resourced sufficiently and offers space for a suitable range of activities, including craft and messy play. Children are supported appropriately during activities to learn how to use equipment, such as scissors and small tools safely. Children are further protected as the child protection coordinator is clear about her role and the setting's responsibilities for safeguarding children are shared with parents.

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

The provision is satisfactory.

Children appear secure as staff provide a relaxed and friendly atmosphere. For example, young children develop warm relationships with staff and approach them for comfort and stories. Children are familiar with their surroundings and older children have a good awareness of the daily routine. Themed activities are planned for all areas of the nursery but these are limited and learning outcomes and evaluations are not extensive. However, children are generally well occupied as the daily routine provides an appropriate range of activities. This includes outdoor play, free play and group time, including songs and stories. Children also enjoy access to sand and water each day and creative materials including paints and dough.

Children use a variety of toys and equipment each day and include staff in their imaginary play. Toddlers excitedly explore a den behind the curtains supported by a staff member. They build towers and manoeuvre sit and ride toys in the garden. Two-year-olds imitate staff behaviour, as they wear gloves to change nappies and feed the babies, during imaginary play with dolls. They become involved at circle time using story-sack props in small groups. All children have regular opportunities to use their senses, explore natural materials and investigate an interesting range of tactile materials. For example, babies bang metal pots and experience sand on their toes.

Children's activities are monitored appropriately as staff use suitable frameworks to guide their planning and observations. However, planning and assessments for children under three are not yet coordinated to fully impact on individual children's development. As a result, some children are not sufficiently challenged and engaged in activities.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Children are making steady progress within the Foundation Stage and some areas of the curriculum are fostered well. For example, the daily routine promotes children's personal, social and emotional development as they are encouraged to take responsibility and develop good independence skills. They serve their own meals from small dishes on each table and readily tidy up at the end of activities. Children initiate their own play with resources put out for them by staff and involve each other in sustained imaginary play. Children are encouraged to resolve disputes with staff support and they follow instructions when asked. Children learn that print carries meaning through the many labels around the pre-school areas. They link letters to sounds during circle time and learn to recognise letters in their name cards at different times of the day. They take opportunities to discuss their feelings and preferences in conversation with staff and with each other at circle time.

Children develop their mathematical understanding, as they enjoy matching games and learn to sequence size in small group activities with staff. They spontaneously count to 10 when playing hide and seek and count cars in the car park. Children understand everyday technology as they confidently operate a mouse for simple programmes on the computer. They comment on seasonal changes to the world around them at circle time and investigate changes to ice during structured activities. Children's creativity is fostered well as they access craft materials put out for them each day and sing songs at group time. They show concentration for long periods while applying glue to junk models and painting daffodils on St David's day.

Planning takes into account the six areas of children's learning and a wide range of resources are available to support activities. However, the long term planning cycle is not fully developed to ensure all areas receive sufficient emphasis. While there is a suitable balance of activities within the children's daily routine, short term planning and learning outcomes are limited to a weekly activity. As a result there are inconsistencies in staff support for the range of children's activities, which limits challenge and learning opportunities for some children. While the senior staff team provide support to colleagues less confident in their knowledge and understanding, recent staff changes have impacted on the delivery of the Foundation Stage curriculum. At present, children's assessments are not up to date and do not inform planning, which limits the impact on individual children's learning.

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

The provision is satisfactory.

Children's individual health and dietary requirements are gathered from parents. Their individual routines and preferences are maintained well. They contribute to art displays within the setting and photographs of their activities throughout the year develop their self esteem. Children benefit from occasional visitors, such as firefighters, police officers and teachers from the local community.

Resources are available to support children's understanding of diversity, such as puzzles and dolls. In addition, all children experience a varied diet including Chinese, Italian, Indian and vegetarian meals.

Behaviour management techniques are age-appropriate and reinforce positive behaviour with praise and reward stickers. Older children understand the 'traffic light' indicators for their behaviour. They respond quickly to the signal to pay attention when the tambourine is shaken. Children with additional needs receive appropriate support within the setting. The special needs coordinator liaises effectively with parents and outside agencies. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents is satisfactory. A combination of informal discussion and daily diary sheets provide general information about their children's care. Quarterly reports and parents' evenings provide additional feedback. Information about the impact of activities on children's development is not readily available, to support parent's involvement in their children's learning. For example, information about the Foundation Stage for parents of older children is not extensive. However, the setting is beginning to address this through noticeboard displays.

## **Organisation**

The organisation is satisfactory.

The setting provides a welcoming and friendly atmosphere and photographs of staff are displayed in the entrance hall. Children of different ages are grouped effectively within the setting, which fosters a sense of belonging to each of the areas within the setting. While there is some movement of staff around the nursery the consistency of core staffing, particularly for babies, is promoted. Children benefit from the use of space indoors and outside which provides a variety of environments throughout the day. This enables smaller group activities to take place in small, secure and comfortable areas. Appropriate recruitment and induction procedures are in place to ensure the suitability of staff. There is a rolling programme of key training for new staff. A new appraisal system has been introduced recently to develop the skills of existing staff.

Leadership and management is satisfactory. An operational plan is in place which includes a suitable range of policies and procedures to support children's care. This is generally effective, although staff changes have resulted in some inconsistencies while systems re-establish themselves. The setting demonstrates a commitment to improving the provision and developing skills within the staff team to benefit children. At present there is no effective system in place to monitor the delivery of nursery education. This has led to inconsistencies in planning and assessments in the Foundation Stage. However, the setting is able to identify weaknesses in the provision and access appropriate support. The setting meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

Two recommendations regarding children's care were made at the last inspection and these have been addressed appropriately. Arrangements for confidentially storing records for children with special needs have been improved and shift patterns for staff have been amended to ensure young children are appropriately supervised at lunchtimes. (This is the first inspection of children's education since registration under the current management in 2004.)

## **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):

- develop planning and the evaluation of activities for children under three years, to ensure they meet the developmental needs of individual children
- continue to develop information to parents about activities and how these impact on their children's development

### **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 curriculum planning to ensure all areas of the Foundation Stage receive sufficient attention and provide appropriate learning outcomes for children
- develop staff understanding of the Foundation Stage to more consistently support children's learning
- improve children's assessment records to more effectively track children's progress and support individual children's learning

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