



## Leapfrogs Day Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	105876
<b>Inspection date</b>	29 January 2007
<b>Inspector</b>	Sara Bailey
<b>Setting Address</b>	Old Haywards Courtyard, East Street, Crediton, Devon, EX17 3AU
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<b>Registered person</b>	Leapfrogs Day Nursery Trust
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Out of School 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 good.

### WHAT SORT OF SETTING IS IT?

Leapfrogs Nursery and Geckos Out of School Club are run by The Leapfrogs Day Nursery Trust. The two facilities are run from three rooms in a building adjacent to Haywards Primary School, Crediton, Devon. An entrance hall leads into the large playroom used for two and three year olds. There is a messy play room, office, staff room and children's toilets directly off. A door leads to the pre-school room which is also used for the Out of School Club. Both rooms have access to two fully enclosed outside play areas.

Leapfrogs Day Nursery Trust is registered to care for 40 children aged two to eight years. There are currently 73 children on roll in the nursery, who attend for a variety of sessions, 53 of whom are funded three and four year olds. There are currently 20 children under eight on roll in the Out of School Club, the group also care for children over eight years of age.

The nursery is open from 08:00 to 18:00 five days a week 50 weeks of the year with a two week closure at Christmas. Geckos is open before and after school from 08:00 to 08:50 and 15:30 to 18:00 term times only. Every Wednesday afternoon the trust runs a parent/carer toddler group for up to 16 children under the age of three to introduce them to Leapfrogs. The setting supports children with English as an additional language and those with learning difficulties and/or disabilities.

The manager is supported by 16 staff, nine of whom are level 3 qualified and three hold level 2 qualifications in Early Years. Two staff are working towards level 2 qualifications. Leapfrogs receives support from the Local Authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children benefit from most aspects of their health care being positively promoted. For example, most staff hold valid first aid certificates, tables are cleaned with anti-bacterial spray before and after snack time, the premises are clean and well maintained. Children are encouraged to take responsibility for their own hygiene by washing their cups after use and routinely washing their hands before food and after using the toilet. However, children are at risk of cross infection as they use bars of soap which are engrained with dirt and communal bowls of water. Most accident and medication records are accurate and countersigned by parents.

Children's dietary requirements are appropriately recorded to ensure their individual needs are met. Children enjoy regular snacks and meals but healthy eating is not always promoted. For example, although the nursery children have daily fruit, the after school club have biscuits or toast. Some children benefit from the option of a cooked school meal, others enjoy packed lunches provided by their parents. Although sweets are not allowed, some children have chocolate buttons at lunch time. Children can have a drink of water if they request it but it is not readily available to those who have limited speech or confidence to ask.

Children benefit from daily, outside physical play. They have regular times within their routine to play on trikes or run around, what ever the weather. Children also enjoy weekly physical play sessions in the school hall. They have spacious indoor play areas which allows them to move with ease as they play and use their whole bodies. For example, as they play with floor toys, such as cars, they lie on the floor, rolling around to manoeuvre as needed.

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

The provision is satisfactory.

Children's welfare is generally safeguarded as staff are aware of signs of child abuse and the importance of reporting concerns. However, staff are not confident about the correct procedures to follow in line with the Local Safeguarding Children's Board (LSCB) and children's existing injuries are not always recorded. This compromises children's safety.

Children are safe within the premises as staff deployment and supervision is effective. There are systems in place to identify and address any potential hazards as they arise. Children are carefully monitored when using the toilet facilities and learn about safety through discussions and reminders. For example, children know to walk inside to prevent accidents. Door security ensures children are secure within the setting. A keypad prevents unauthorised people accessing the building and doors have both low and high handles to prevent children leaving rooms without staff's knowledge.

Children have easy access to a wide range of age appropriate toys and resources. They self select from low units within designated areas. Older children attending the out of school club, which is held in the pre-school room have specific cupboards for their resources. These are unlocked on their arrival, once the younger children have moved into the nursery. This maintains younger children's safety.

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

The provision is good.

Children of all ages are happy and settled. Children under the age of three years have their individual needs met really effectively through appropriate grouping. For example, children aged two to three years are cared for in a designated nursery room. Each child's key worker plans for their small group time, using the Birth to three matters framework. This ensures they experience activities which are suitable for their age and stage of development. They have a clear routine which makes them feel safe and secure. For example, children have structure and set times for outside play, quiet time and being creative. However, children's progress is recorded under the six areas of learning relating to the Foundation Stage curriculum rather than the Birth to three matters framework which causes confusion about expected ages and stages of children's development. Children learn about the routine through pictures displaying 'what we are doing now' and the sequence of events to follow. Older children attending the out of school club enjoy a fun, pressure free environment. They enjoy playing with younger children's resources as well as age appropriate activities such as board games, computer games and art. Children have positive relationships with each other and staff.

### **Nursery Education**

The quality of teaching and learning is good. Children aged three to four years enjoy a designated pre-school room where they experience play across all six areas of learning in a variety of stimulating activities. They engage well with the clear routine which enables them to be confident learners. They know what is expected of them and what is happening next through the discussions about the sequence of events. Children show a lively interest in the topic being explored which is skilfully planned by staff to incorporate learning in all they do. For example, the current topic of ' Maths is fun' introduces children to problem solving and matching. They play pairs games, link animals with their correct shaped noses, use construction to build models. Children routinely count and look at numerals displayed around the room. Their interaction with their peers and adults is effective. Their language skills are developing through everyday conversations and books which extend their listening skills and vocabulary. Children learn about the wider world through their role play and group discussions at circle time. They are very creative in their art work and imagination. They enjoy weekly drama sessions in the school hall

and are confident in re-enacting stories. For example, the dolls house and play people become characters from their real lives, children pretend to read stories to the group just like the staff, with the book facing away and retelling a favourite story with great expression.

Children benefit from twice daily, small group time with their key worker. Their individual needs are met really effectively as each key worker plans for their own group. Their observations and assessments of their children are used to influence their planning and the activities provided. The rest of the daily routine is well planned to ensure children have opportunities for free play as well as outside experiences and large group time. Although the assessments are thorough and linked to the stepping stones, there is no clear record of children's progress along the stepping stones which fails to identify which stage their development is at. For example, the staff have made their own checklist of 'I can' statements taken from all the stepping stones, which are highlighted when children achieve. This is backed up with photographic evidence and captions. However, the statements are not in any specific order to show progression or assist other staff or students to develop further knowledge of the Foundation Stage curriculum.

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

The provision is good.

Children's individual needs are understood and met effectively by a successful key worker system and designated Special Educational Needs Co-ordinator (Senco). Children who speak English as an additional language are well supported through the use of signs, pictures and positive body language. Resources reflect positive images of diversity and all children have equal opportunities in their play. As a result, children's play is very inclusive and they show respect to their peers. For example, older boys and girls play together harmoniously in the out of school club and young children show great understanding of children's lack of verbal communication who are from different cultures. Children's spiritual, moral, social and cultural development is fostered.

Children are well behaved and benefit from the staff's positive behaviour management strategies. For example, children are praised and encouraged verbally as well as receiving stickers for good behaviour. Certificates are given when a certain amount of stickers have been obtained, which are given out in front of the group to further promote good behaviour and develop children's self esteem. There are group rewards as well to encourage good team work. For example, when the whole group achieve something, a piece of a picture puzzle is given until all the pieces have formed a picture and the group are rewarded. Older children in the out of school club have a similar group reward system which results in a party or specially chosen themed evening. Older children understand the club rules and the consequences of inappropriate behaviour. They respond to a yellow and red card system to learn about unacceptable behaviour, which is recorded and shared with parents. However, behaviour incidents are not always recorded to be shared with parents in the nursery which fails to record any patterns in behaviour to be addressed.

The partnership with parents and carers is good. Children benefit from staff and parents sharing information in a variety of ways. For example, an informative notice board includes photographs of staff for parents to easily identify their key workers. Regular newsletters, annual parents evenings and informal interaction ensures individual children's needs are understood and met,

as well as parents being kept up to date about the setting. Although informal discussions ensure that existing injuries or behaviour incidents are shared, they are not always recorded which compromises children's care. Parents are informed about the Foundation Stage curriculum through the prospectus and have open access to their individual children's development files. However, the recording system does not fully explain to parents where their child is on the stepping stones. Parents are well informed about planning and current topics to encourage children to bring in objects from home to link in with the nursery.

## **Organisation**

The organisation is satisfactory.

Although many aspects of the organisation are positive, some documentation is not in place which compromises continuity of care. For example, behaviour incidents and existing injuries are not always recorded. Also, child protection procedures are not in line with the LSCB and drinking water is not readily available, which has impact on children's health and safety. However, the effectiveness of the key worker system and the daily routine ensures children have a range of activities both inside and outside, in small groups and larger groups, free play and planned activities. Staff are well qualified and well deployed. Staff files contain evidence of their suitability and qualifications. The setting meets the needs of the range of children for whom it provides.

The leadership and management is good. The manager and deputy are supported by a well motivated and enthusiastic team who share responsibility for the day to day organisation of the setting. Many staff are qualified to a level 3 qualification and training is given a high priority. Staff meet regularly to discuss issues and plan. Everyone is involved in having a key group and taking responsibility for meeting their children's individual needs. This makes staff feel valued and skilled. The manager has a hands on approach and is very knowledgeable about the day to day running of the group. She has an overview of each child and the daily routine. She is able to identify and address weaknesses through interaction with her staff. Issues highlighted through inspection are taken as constructive criticism and will be addressed immediately. The manager is proactive and committed to improving outcomes for children.

## **Improvements since the last inspection**

At the last care inspection in 2003, three recommendations were raised. They related to the grouping of children, risk assessments and the child protection policy. All three have been addressed appropriately. An additional room has improved the organisation and grouping of children. Children aged two to three years are cared for in one room and the rising four year olds plus are in another room. This meets their individual needs well. All identified risks are identified and addressed through on going risk assessments. Children are safe indoors and outside as no risks were identified at the inspection. The child protection policy now includes procedures to follow in the event of an allegation against staff. This protects the staff and children's welfare.

At the last Nursery Education inspection in 2003, it was agreed to address one key issue relating to assessments, planning and improving the curriculum for maths and communication, language and literacy. This has been addressed effectively. Assessments are used to influence future

planning and children's individual needs are met through this. However, a further recommendation has been raised to further develop assessments in line with the stepping stones. Planning covers maths and communication, language and literacy well. They are included in everyday activities as well as being topics for deeper exploration. For example, the current topic is ' Maths is fun'. This ensures that children learn through play.

### **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 good.

### **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 the child protection policy reflects procedures in line with the Local Safeguarding Board and all existing injuries are recorded to safeguard children
- ensure the under three's have appropriate recording systems for their age and stage of development
- ensure children have easy access to drinking water at all times and healthy eating is promoted
- improve handwashing procedures to ensure children are protected from cross infection
- ensure behaviour incidents are written up and shared with parents.

#### **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):

- ensure children's individual assessments show progress along the stepping stones and are shared with parents.

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)