

# Leapfrog Day Nursery - Oakwood

Inspection report for early years provision

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<b>Unique Reference Number</b>	206110
<b>Inspection date</b>	10 May 2007
<b>Inspector</b>	Sheena Gibson
<b>Setting Address</b>	Smalley Drive, Oakwood, Derby, Derbyshire, DE21 2SF
<b>Telephone number</b>	01332 544321
<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 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 (Oakwood) opened in 1999 and is part of a national chain of childcare facilities. It operates from a purpose built, two storey building, in the suburbs of Derby. Children are cared for in age appropriate areas with the younger children on the ground floor and the older children on the first floor. There is a fully enclosed area for outside play. The nursery is registered to care for 110 children. Currently there are 145 children on roll who attend for a variety of sessions. Of these 53 children access the nursery education funding.

The nursery currently cares for one child who has additional needs and two children who speak English as an additional language. The nursery opens five days a week, from 07.00 until 19.00, all year round excepting for three days over the Christmas period. A total of 37 staff work in the nursery. The nursery receives support from the Local Authority.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children's good health is well promoted within the setting. Staff follow effective procedures with regard to health and hygiene that effectively support children's well-being. For example, they are vigilant about wearing disposable gloves and an apron when nappy changing. Children know and understand daily routines and are independent in their personal hygiene, with regard to toileting and hand washing. This is successfully supported through photographs that depict themselves and their peers washing their hands; younger children are supported by staff with hand washing, whilst older children carry out this task very confidently. The risk of cross-infection is minimised due to a detailed sickness policy, which is shared with parents; information regarding exclusion periods gives parents information of appropriate times for children to remain away from nursery to prevent germs spreading. All staff have received appropriate first aid training and permission is sought to obtain emergency medical advice or treatment, ensuring that children receive complete and prompt first aid attention. Children who are required to complete a course of medication are appropriately cared for. Permission is sought in writing for most instances of administration of medication. However, for some occurrences 'blanket' permission is used, which potentially impacts upon children's well-being.

Children have very regular opportunities to be active and thoroughly enjoy the exciting and vibrant outdoor play area. The outside area is innovatively designed to ensure that it effectively develops children's physical skills. Each age group of children has an area specifically designed with their needs in mind. There are large and small pieces of equipment, balance beams, sensory objects such as shiny pots, a 'feely' board and a garden area with flowers and bugs. There are innovative ideas for developing skills, such as hanging tennis balls at different heights so that children can practise hitting a ball. There are imaginative toys and 'indoor toys' such as construction, also available outside, so that play and learning can be extended from the inside to the outside.

Children who access the nursery education are effectively challenged physically. As a result their physical skills are developing well. They show an awareness of space as they move around the room, successfully negotiating around the tables and chairs. They move in different directions, stop and start, according to signals, when racing. Large pieces of equipment and some smaller more complex activities challenge children's balance and co-ordination skills very effectively. Children ably use pencils for drawing and colouring, put pieces of construction together with dexterity and use scissors and other tools successfully. Children effectively learn about the importance of exercise. A topic on 'how we keep ourselves healthy' talks about how bouncing on the trampoline 'makes our leg muscles strong', 'running makes your heart healthy and gets you fit'.

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

The provision is good.

Children are cared for in a very welcoming and child-focussed environment, which helps them to feel secure and comfortable. The nursery is organised so that each age range has a specific area that is appropriately equipped to reflect their developmental needs. For example, the baby room is sectioned into areas for mobile and non-mobile children, including an area where they can rest peacefully; pre school rooms are organised into different activities, such as maths and construction, technology and role play. The rooms are vibrant, clean and well-maintained. There

are craft pictures and photos of children all around the nursery, many at children's height, enabling them to recognise themselves in the setting. The premises are secure, with appropriate systems in place to maintain children's safety; visitors are requested to sign in and out.

Children use a very good and varied range of equipment which is safe and suitable for the purpose. Their independence is actively promoted through resources being accessible to enable them to make decisions. For example, in the toddler room a good range of appropriate craft materials are available for them to self-select. Children in the pre-school mostly free-flow between the different activity rooms, entirely making their own decisions about their play. As a result their confidence soars. Comprehensive risk assessments contribute effectively to minimising potential hazards both indoors and outdoors. Clearly defined procedures for emergency evacuation are displayed and all staff are fully aware of these. Emergency evacuation drills are periodically carried out to raise children's awareness of the procedures.

Children's are beginning to learn about taking responsibility for their own safety. Useful photographs depicting safe and unsafe actions are an effective way of helping children's learning. For example, a photograph of a child climbing on the fence has a large cross through; a picture of a child standing next to the fence does not. Children are well protected because most staff have a suitable understanding their role in child protection and are able to put some appropriate procedures into practice.

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

The provision is good.

Children thoroughly enjoy their time at the setting. They arrive keenly and those who are a little unsure are comforted, encouraged by staff and quickly join in and play. There is an obvious trust between the staff and the children, demonstrated by the children's confidence to approach visitors and offer them 'coffee and toast'. The staff interact well with the children, taking notice of them and valuing their views. Staff know the children well and therefore children progress effectively. Staff explain the different stages that individual children are at and what steps they are taking to help them to progress further. For example, babies who are just beginning to crawl are encouraged to expand their new skill through the use of praise and encouragement to reach for toys. The effective use of the 'Birth to three matters' framework enables staff to assess and plan for individual children, extending their skills. Children have a wide variety of activities and toys that successfully cover all areas of development. They freely access these, for example, from low level shelving, supporting their confidence and independence. They are supported in feeling acknowledged through their work being displayed at a height which is appropriate. Mirrors and photos are available for children to recognise themselves as individuals within the setting.

The quality of teaching and learning is good. Most staff have a confident knowledge of the nursery education and therefore children progress well. Detailed observations and assessments on children support continued progress, although not all children's next steps are identified to maximise their potential. Planning indicates that all areas of learning are covered over a period of time and repeated to enable children to practise what they have learned. Some of the planning is less detailed and does not indicate how an activity is extended for more able children or how less able children are given further support. Staff use a wide variety of methods to deliver the activities. For example, they sensitively guide children during an activity; they also demonstrate tasks to enable children to copy. The nursery day is well-organised and children are busy, allowing time for both structured activities and for children's learning to benefit from their own initiated play, where they develop their own ideas.

Children are confident, enthusiastic and well motivated. They are very interested in the wide range of experiences available and are keen to explore the different rooms to find out what activities are available. Most children behave well and co-operate in games and tasks, such as tidy up time. They seek out their friends for games, calling them over to join in with a role play activity. They also enjoy playing in groups, making up their own imaginative games. They express their feelings, such as excitement, also their opinions of others and can be heard saying 'oh you are funny'. Children are very independent, encouraged successfully by staff. They move confidently around the different rooms, making decisions about their play and capably manage their own personal needs. Children communicate well with adults and each other. They follow simple instructions capably. They use gestures and some are expressive in their speech. They chat about familiar things such as a birthday party or a new baby brother. They confidently understand the letter of the week, linking the sound of the letter to various and sometimes difficult words. They see words in various places within the environment; their names are displayed frequently on name cards, which they recognise when putting them in the box at snack time.

Children enjoy books and know that print carries meaning; they listen, and are focussed on a story. They have a variety of opportunities to begin to make marks. For example, some children write their name on their craft work; appointment book, pens and paper are available in the role play areas. Children show an interest in number and some count capably to five during activities. They learn to match through games and talk about size and shape whilst building with blocks. Numbers are displayed throughout the environment. For example, they see numbers on rulers, receipts and clocks, effectively supporting children's learning; activities and some computer software help children to begin to learn more and less than. Children investigate objects & materials, using their senses. For example, they access a wide selection of natural products such as wicker, cones and sponges. They ask questions about why things happen and how things work. They have access to magnifying glasses, which they use to explore the environment.

Staff use spontaneous opportunities to enable children to learn about the natural world. For example, children are fascinated by snail and some slugs that they found in the garden area. Children build & construct with a wide range of objects. They select appropriate resources, tools and have techniques that enable them to assemble and join materials. Children freely access the creative area to paint, draw and stick, where they enjoy developing their own artistic ideas. They have mixing guides to help them to explore colour. They regularly listen to music tapes and have opportunities to learn about rhythm through using musical instruments. They thoroughly enjoy the role play area, with appropriate staff interaction and guidance. They use their imagination to make up stories about going shopping, and being a police officer.

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

The provision is good.

Children's individual needs are met well to ensure they are fully included in the life of the setting. Detailed information is gathered at registration and then information is shared with parents on an on-going basis to ensure that children's needs continue to be met; including those children who have an additional need or learning difficulty. Staff acknowledge and value children's differences, often working closely with parents to ensure that children's well-being is effectively fostered. Children's specific requirements, including babies' routines are respected and followed. They are helped to feel a sense of belonging. Their craft work and photographs displayed on the walls creates a welcoming child friendly environment that they recognise and enjoy. Children have access to a range of resources that help them to learn about other people

in the world and value differences. For example, there is a wide range resources that depict positive images of people from different cultural backgrounds and or have a disability.

A large and very decorative display in the nursery entrance welcomes people in many languages, showing the vibrancy and diversity of different nationalities and cultures. Children are cared for in a positive environment that promotes their self-esteem and confidence. Staff are calm, pleasant and have realistic expectations of children's behaviour. Most children have a good understanding of appropriate behaviour. For example, they line up nicely for the bathroom and sit at the snack table calmly. The majority of children behave very well. They play co-operatively and enjoy the company of other children and the staff. Occasionally there are children who demonstrate difficult and sometimes aggressive behaviour. Some staff can manage this appropriately, quickly re-directing the behaviour. Some staff are less skilled and do not pick up on poor behaviour, which impacts upon the children's understanding of right from wrong.

Children receive consistent and appropriate care because of the positive working relationships with parents. Comprehensive information is displayed on table in the foyer and on the parent notice boards, including policies and procedures; newsletters are also given out on a monthly basis. Information is shared with parents regularly. For example, a daily exchange of information at the time of arrival and collection; written info is given to parents of younger children. Parents are given the opportunity to speak to staff about their child's progress at regular intervals. Parent's views are sought through questionnaires that are periodically sent out, the results of which are displayed. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers of children who receive nursery education is good. Children's progress benefits from parents being involved in their assessments. Parents evenings are carried out at six month intervals and regular progress reports are shared with parents in addition to this. The nursery education is discussed briefly with parents when they visit, although there is no written information to ensure that parents are fully informed about the nursery education provision. They are therefore not fully aware of details that potentially impact upon their child's early education. Parents are given useful information about how they can support their child's learning at home. For example, they are given the letter of the week and an 'activity at home' form to provide a link into what the children are doing, effectively supporting their learning.

## **Organisation**

The organisation is good.

Well-organised and effective procedures that are in place successfully support children's care and welfare. The staff team are well established and experienced. They work well together as a team, to provide a professional and welcoming service for families. Good staff numbers enable them to spend time working closely with children, as individuals or in smaller groups, therefore helping to establish secure relationships. Procedures for recruitment of staff are robust and therefore effectively support children's safety. A thorough induction and continued, regular appraisals ensure that staff are fully aware of their responsibilities towards children, with strengths and weaknesses in practice being identified and well managed. There is a commitment to staff improvement, which has a positive impact upon children's care. Very comprehensive policies and procedures are in place, which are periodically reviewed. These are effectively used to underpin their work with children and parents. Required paperwork, such as daily registers and children's contact details are in place and well organised to support children's care. The provision meets the needs of the range of children for whom it provides.

The leadership and management of the nursery education is good. There is clear leadership within the setting. The staff are aware of the management structure and who to go to if they require advice or support. The manager is very dedicated and passionate about the provision of the nursery education and is therefore a good role model for staff. They draw up detailed self evaluations and actions plans, showing their commitment to improve practice; also appreciating the support given from the Local Authority. The manager is very pro-active and ensures that the delivery of the nursery education is effective through monitoring and evaluating the planning, assessment and staff's practice, which positively supports children's learning and progress.

### **Improvements since the last inspection**

At the last care inspection the provider was given recommendations around updating the operational plan and personalising it to the setting. This has been addressed as the operational plan has been reviewed and updated.

At the last nursery education inspection key issues were raised around: ensuring that assessments are used effectively to plan for children's learning and their stage of development; ensuring that teaching methods, including staff's questioning and grouping of children, are appropriate to children's level of understanding. These have been effectively addressed. Children are split into groups, for focus activities, based around developmental levels for discussions and any specific areas when staff feel that younger child; planning is formatted at team meetings to ensure that the assessments are used to inform the planning, although this is not fully effective and so forms part of a recommendation at this inspection.

### **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 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 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 written permission is sought from parents before administering medication at all times, making sure that the permission is current and specific to the particular occurrence

- develop further, all staff's knowledge and understanding of appropriately managing a wide range of children's behaviour.

### **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):

- continue to develop the systems for assessment and planning to ensure that all children's next steps are effectively identified, considered and used to inform planning, ensuring that planning clearly indicates further extension and support
- continue to develop information that effectively informs parents about the nursery education provision.

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)