

Leapfrog Day Nursery - Derby, Heatherton
Inspection report for early years provision

Unique Reference Number	206111
Inspection date	10 January 2008
Inspector	Sally Ann Smith
Setting Address	Hollybrook Way, Littleover, Heatherton Village, Derby, Derbyshire, DE23 3TZ
Telephone number	01332 518888
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Registered person	Leapfrog Day Nurseries (Trading) 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 (Littleover) opened in 1999 and is part of a national chain of childcare facilities, owned by Leapfrog Day Nurseries (Trading) Ltd. It operates from a purpose built, one story building in Derby. A maximum of 107 children may attend the nursery at any one time. The nursery is open each weekday from 07:00 to 19:00 all year round. All children share access to a secure enclosed outdoor play area.

There are currently 111 children from three months to under five years on roll. Of these, 27 children receive funding for early education.

The nursery employs 31 full-time or part-time staff. Of these, 17 hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children demonstrate a good awareness of appropriate hygiene routines. Older children independently access the toilets as and when needed, washing their hands when finished. They also wash their hands and faces before and after eating their lunch. Younger children use warm flannels to clean their face and hands, many attempting to do this for themselves. Children help themselves to tissues when they need to wipe their nose and discard them in the bin provided. Planned activities and topics look at personal care and the importance of good hygiene such as cleaning teeth and brushing hair. They explore where germs and bacteria are found and how appropriate routines can help to eradicate these. Children discuss the merits of healthy eating and the importance of exercise. All the required documentation for the administration of medication and accident recording is in place. Medication is stored safely and a fully-stocked first aid box is available for dealing with emergencies. Most staff are first aid trained and some staff receive training for specific medical conditions that children may have, so that appropriate care can be given. Two members of staff are assigned the role of Health and Safety Officers and they ensure that all policies follow current guidance and are implemented effectively.

Children are provided with a varied menu which is sent to a nutritionalist for approval, ensuring that meals and snacks are well balanced and healthy. Meals are freshly prepared by the cook who ensures that meals are appetising and tempt all taste buds. Roasted vegetable cous cous, coriander soup with pita bread fingers and apple and raisin flapjacks are some of the delights to be found on the menu. Children tuck into their food heartily and comment that 'it's a bit spicy' when eating curry but still ask for second helpings. Portion sizes are good and older children independently serve themselves to vegetable accompaniments. Children sit in social groups and staff sit alongside encouraging children to try different foods and helping children if necessary. Younger children follow a three stage weaning programme in consultation with their parents. Babies sit in highchairs and are encouraged to feed themselves supported by staff. Children have drinks with their meals and can access water throughout the day. Children's dietary requirements are strictly observed and the nursery is a 'nut free' building. All staff and visitors are made aware of this so that any food produce they bring into the nursery does not have any traces of nuts which could potentially cause an allergic reaction in some children. Children are often involved in cooking activities joined by the cook. They discuss where food comes from and remember that chocolate comes from cocoa beans.

Children are engaged in a variety of healthy exercise both inside and outside. A 'free flow' system enables children to play outdoors when they choose and many of the activities taking place inside, are replicated outside. Children use various wheeled toys and park these in the numbered bays. They dig and tend to their seeds and plants. Various professionals visit the children to teach yoga, helping them to develop supple joints, balance and coordination. Children also practise ball skills, agility, bending and stretching and receive a progress report and certificate at the end of the course. They use a variety of resources and equipment to develop their physical skills. They enjoy playing with streamers watching them swirl and blow in the wind. Children learn about the effects that exercise has on their bodies and that it is a good and healthy thing to do.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are greeted by friendly, welcoming staff who ensure that children settle into the daily routine. Rooms are brightly decorated with displays of children's work, helping to create an interesting and stimulating environment. Toys and equipment are suitable for children's age and stage of development and stored at their level, making them easily accessible. They are clean and well maintained, with babies' toys being sanitised at the end of each day. Tables and chairs are arranged to enable children to move around safely and also provide sufficient floor space where children can play. Babies and toddlers have an uncluttered environment enabling them to roll, crawl and eventually toddle without obstruction. Sufficient high-chairs and cots are available to meet their needs. Children's safety is promoted because they are cared for by staff who are vigilant and ensure that safety is a priority in all areas of children's care. Thorough and comprehensive risk assessments are in place to minimise risks to children. Accident books are checked to establish whether a pattern of incidents emerge. For example, staff identify that children have recurring accidents on a particular wheeled toy and after carrying out a risk assessment this toy is deemed unsafe and discarded. Access to the nursery is closely monitored and all visitors are requested to produce identification before being permitted entry.

Children learn about many aspects of safety through planned activities and daily routines. When playing outside, children stop their bikes and cars to enable pedestrians to cross the road on the zebra crossing. Children learn about the importance of taking care when handling knives and scissors. Books, puzzles and role play activities further develop children's awareness of safety issues. Fire drills are regularly practised taking account of children's patterns in attendance. Older children confidently explain the procedures.

Staff demonstrate a sound understanding of child protection and the associated signs and symptoms. They attend child protection training and the manager has had training regarding the Common Assessment Framework (CAF) and recognises the importance of working with other agencies in order to safeguard children. Staff are clear of the referral process should they have any concerns. Staff are familiar with procedures where an allegation is made against a member of staff. This means children are well protected from harm.

Helping children achieve well and enjoy what they do

The provision is good.

Children generally settle well and those who are less confident or unsure are supported and reassured by staff. They are provided with a range of activities to promote all aspects of their development. Children benefit from sessions in key worker groups where activities are planned according to children's age, stage and ability. They respond well to the help and guidance from staff to support, develop and consolidate their learning. Staff plan a good range of activities for younger children to incorporate the 'Birth to three matters' framework. Activities are effectively planned to look at the different aspects and components to help children make progress in their learning and development. For example, exploring 'A Healthy Child' and 'Growing and Development', babies' progress is shown through a series of photographs as they move around and learn to crawl. All children are provided with a good mix of active periods where they can play energetically, particularly outside. They also have quiet periods where they can relax, rest or sleep.

Staff consistently interact with children by talking, smiling and making regular eye contact. Younger children receive lots of cuddles and reassurance to develop their confidence. Staff

encourage children to try new activities in a supportive environment. The quality of staff's interactions with children are good and they continually extend and consolidate children's knowledge and understanding through appropriate questioning. They engage in children's play, listening with interest to their conversations and respond appropriately to any questions asked. At times children are cared for in their key groups where older children take part in discussions and activities linked to topics and themes. Children are encouraged to take turns in speaking and listening and maintain concentration according to their level of understanding. The emphasis is on free play where children can play independently, explore and develop their imagination.

Nursery education

The quality of teaching and learning is good. Staff demonstrate a sound understanding of the Foundation Stage and the six areas of learning. Staff create an effective learning environment and plan a stimulating range of activities that are purposeful, challenging and fun. Short-term planning is implemented over a two week period to take account of children attending on a part-time basis but also to enable children to consolidate or apply things recently learned. Plans are not followed rigidly but flexible enough for staff and children to respond to experiences as they happen, for example, taking advantage of playing out in the snow. Staff work together well, deploying themselves effectively to ask questions about what the children are doing and to ensure that children's learning is extended. Staff provide numerous opportunities for children to become independent learners but also initiate more focused activities to observe children in their play and extend their knowledge and understanding. Observations are used to complete very detailed individual learning plans for each child to assess what they can do and identify areas for development. Staff employ positive methods to ensure that children respond appropriately to instruction and behave well. Whilst learning intentions are identified for activities linked to the stepping stones, planning does not consistently identify how activities can be adapted and extended for children.

Children show a sense of belonging and are motivated to learn. They quickly settle and select activities they enjoy. They find their names and post them in the box and often help to find each others names. Children are very independent and put on their own coats, hats and gloves before going outside, put on aprons for messy play and self-serve at snack time. Children also help themselves to vegetables at lunch time and pour their own drinks. Through stories, role play and planned activities, children learn to care for each other, share and take turns. Some children begin to play with their friends whilst other children are happy to play along side each other whilst still playing independently. Children are developing confidence and express their feelings assisted by teddies George and Georgina who spend much of their time with the children. During discussions with the children, George and Georgina share their own feelings, that they are shy, happy, worried or anxious. This helps children to understand that their own feelings are quite natural.

Children enjoy writing and making marks and have access to a well-equipped writing station where they can use a variety of pens, pencils and crayons as well as rulers, hole punchers and staplers. Painting is also a regular activity encouraging children to develop early mark-making skills. Children regularly write for a purpose as they play, writing letters to Santa or making lists when going shopping. Children also 'write' their own music making symbols such as quavers. Children have made hats with 'listening ears' which they wear when they need to be quiet. Children and staff wear these at story-time and children notice that one of the ears has fallen off a member of staff's hat. 'Oh no, one of your listening ears has fallen off!' they say. Children sit and listen in anticipation as staff say 'shall we go on a bear hunt?' and eagerly join in all the

words and actions which they know off by heart. They pretend to squidge through the mud and splash through the water and emphasise words such as 'big one' and 'uh oh'. Children run when they see the bear. Staff omit part of the story and say 'oh no, what have we forgotten to do' and children squeal 'shut the door'.

Children develop mathematical concepts as they explore number, shape and positional language. When rolling dice they count the number of spaces they need to move their counters. They play with interlocking teddies matching them by colour and size and then looking at patterns, sequencing and alternates. Children draw pictures of their family and say 'mummy has got long hair and daddy has got short, spiky hair'. Children calculate the amount of wool required to make necklaces and are asked by staff 'do you think this is long enough?'. Children use a ruler to measure the wool and look at numbers in inches and centimetres. When playing with cars for example, children are asked to place them in groups of two, three or four and talk about placing objects next to, under and behind.

Regular discussions and activities develop children's awareness of the world in which they live. They particularly enjoy visits from 'people who help us' such as police, nurses and visits from 'Zoolab' where they see frogs, cockroaches, snakes and spiders at close range. They are fascinated as they feel the skin on the snake. Children learn about safety with the tarantula and know that they cannot handle her because if she gets angry or frightened she flicks hairs from her legs which can irritate human skin. They learn that sometimes tarantulas can also give a nasty bite. Children are told that she might run away if she comes out of her box and would be hard to catch. Despite this, some children still want to handle her and place their noses up close to the box to get a better look. Children manipulate poppers on bags and access padlocks, keys, zips and old clocks enabling children to experiment and explore how things work. Children visit their local recycling bank and learn that bottles, paper and cans can be used again. However, opportunities for local outings are few in number, therefore limiting opportunities for children to explore and learn about their immediate environment.

Children freely access all art and craft materials enabling them to fully develop their creative talents. They regularly paint pictures and mix their own paints. They look at different shades such as light and dark and understand that two colours mixed together makes another. A 'music' area enables children to explore different sounds and styles of music. They write their own music and then pretend to read it as they play the guitar or keyboard. Children are busy and industrious and thoroughly enjoy their time at nursery.

Helping children make a positive contribution

The provision is good.

Children have equal access to the wide range of resources available. They generally feel valued and included and have their needs met well. Children are given time to settle in to their environment and staff are sensitive to individual children's needs recognising that some children take longer to settle than others. Staff liaise closely with their parents to help with the process and offer support. Children feel a sense of belonging as they select their name cards on arrival, bring in items from home to show to the other children and share birthdays and special celebrations. They enjoy sitting with their key groups of children and member of staff to talk and share news. Planned activities raise children's awareness of different cultures, celebrations and festivals such as Diwali and Eid. For Chinese New Year, children make dragons, red purses to signify wealth and taste a variety of traditional foods. They have a party for the Indian harvest festival Baisakhi mainly celebrated by Sikhs. Children dress up in brightly coloured clothes as part of their celebrations. They develop their understanding of Christian celebrations

and discuss words such as Passover, Lent and their meanings. However, staff are not consistently aware that some children have a home language other than English. As a result, books, notices and labels in the children's home languages are not in evidence. Resources, pictures and posters to positively reflect cultural diversity and disability are limited.

Currently, there are no children attending the setting with learning difficulties and/or disabilities but strategies are in place to ensure all children's needs are met. There is a designated Special Educational Needs Coordinator (SENCO) who regularly attends training which is shared with other nursery staff to ensure they are aware of current guidance and initiatives. Staff are familiar with action plans and Individual Educational Plans (IEP) should they be required. All staff recognise the importance of working closely with parents to support all aspects of children's care and learning. With parental consent, they will work with other professionals in order to promote children's development.

Children are very well behaved and know the routine well. A member of staff is assigned the role of Behaviour Management Coordinator and supports all staff in ensuring that the behaviour management policy is consistently implemented. Staff endeavour to promote positive behaviour by giving children lots of praise. Staff create a calm atmosphere where boundaries are consistent and raised voices discouraged. Staff never use the word naughty or use a 'naughty chair' as this is humiliating for the child. They prefer to use discussion, explanation or distraction and all aspects of behaviour management is shared with the child's parents. Children's spiritual, moral, social and cultural development is fostered.

Parents regularly liaise with nursery staff to discuss their child's routine and progress. They receive a prospectus and are made aware of the policies and procedures including what to do should they have a complaint about the service. On occasions, parents complete questionnaires related to the service delivery and are asked for any suggestions to improve practice. Parents are made welcome and the nursery operate an 'open door' policy giving parents the opportunity to visit the setting at any time and talk to staff. They discuss their child's profile and specific areas for development. However, with regards to younger children, some children's personal information regarding their development is displayed, compromising privacy and confidentiality. Through discussions with the inspector, parents speak very highly of the nursery, the professionalism of staff and the good quality childcare provided. They state that this far exceeds their expectations and children are exceptionally well looked after. The nursery has a positive impact in their children's care and development.

The partnerships with parents and carers of children in receipt of funding for early education is good. Parents are well informed of their child's progress and can approach their child's key worker at any time. They have regular opportunities to discuss the educational programme with staff and can access their child's assessment profile at any time. Planning for the educational programme is displayed and parents receive regular newsletters to keep them updated regarding topics and themes. They are also provided with activities and suggestions to help with their child's learning at home.

Organisation

The organisation is good.

Children play and learn in a warm, welcoming and well-organised environment. They are cared for by staff who demonstrate a good understanding of the needs of all children to promote their well-being. Staff work well together to ensure that the routines run smoothly and children feel settled and secure. They deploy themselves effectively to ensure that children are interested

and supported in their play. Staff have a good understanding of the setting's policies and procedures and implement these effectively. Through ongoing appraisals, staff are able to assess their strengths and identify areas for further development. They regularly attend training courses relevant to their role in order to enhance the play and learning environment for children.

Leadership and management is good. The manager ensures that staff are valued and respected. She delegates roles and responsibilities to staff according to their knowledge, skills and interest in a specific area. Regular meetings enable staff to share good practice and identify areas for improvement. In addition, the manager is able to reinforce and consolidate staff's understanding of all policies and procedures to ensure they are consistently implemented. Staff discuss and contribute ideas for children's learning so that the activities are varied, fun and stimulate their interest. They also provide an opportunity to evaluate and amend the planning accordingly. Staff determine which activities have been successful or unsuccessful and share observations of children's care and learning. The manager observes staff practice and on occasions may question them to test their knowledge. Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the setting was required to: ensure resources which promote equality of opportunity are consistently available throughout the nursery; improve routines so that they are not dominated by snack and mealtimes which interrupts children's learning (also applies to nursery education).

Resources to reflect cultural diversity are in evidence during children's play, for example, they play with woks and chopsticks in the role play area, in pre-school there is a multi-cultural area with some books, jigsaws and various artefacts. However, resources remain limited and there are few visual displays depicting cultural diversity and disability. Whilst children attending the nursery speak languages other than English, this is not reflected in signs and labels around the nursery. As a result a recommendation has been made in light of this inspection. Routines have now been revised to ensure that snack and meal-times do not dominate the routine. Older children now have a 'rolling snack bar' where they can choose when they want to eat their snack within a one hour time-scale. This ensures that they can complete tasks before eating. Staff ensure that any activities that are not completed before meals are incorporated into the routine later on. For example, during the inspection children were making necklaces but had to stop as it was lunch time. However, staff ensured that the activity was set out after lunch in order for children to continue and complete the task.

With regards to nursery education, the setting was required to: improve the level of children's involvement and stimulation when listening to stories in a large group situation.

Children are now separated into two groups for focused activities and story-time, comprising of older and younger children. This enables staff to plan activities according to children's level of understanding. Older children can sit for longer periods and listen to stories and be involved by answering questions. Staff ask children what they remember about the story, predict what might happen and look at components such as the beginning and end.

Complaints since the last inspection

Since the last inspection, Ofsted received four complaints relating to National Standard 2: Organisation; National Standard 7: Health; National Standard 8: Food and Drink and National Standard 11: Behaviour.

Concerns were raised over the security, care and supervision of children. Ofsted carried out an unannounced visit and through observations and discussions with the provider, two actions were set which the provider responded to within the required timescales.

Concerns were raised over accident recording. This involved parents not being notified appropriately. Ofsted carried out an unannounced visit and found there was one breach of National Standard 7 and as a result one action and one recommendation was raised which the provider addressed.

Concerns were raised about staff not following children's dietary requirements. Ofsted asked the provider to carry out an internal investigation and a comprehensive response was received from the provider.

Allegations were made regarding the treatment of babies and the way they were spoken to and looked after. Ofsted carried out an unannounced visit and the provider also carried out an internal investigation. As a result of the information gathered, a recommendation was made.

Ofsted are satisfied that by taking these steps the provider remains qualified for registration.

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):

- further increase and improve the range of resources and visual displays to promote cultural diversity and disability(also applies to nursery education)
- improve further staff's awareness of the need to maintain privacy and confidentiality regarding children's personal information.

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):

- develop the planning further to show how activities can be extended for individual children
- improve further the opportunities for children to find out about their environment and discuss their observations.

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