

# Leapfrog Day Nursery - Cheam

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY241497
<b>Inspection date</b>	30 April 2007
<b>Inspector</b>	Patricia Ann Edward
<b>Setting Address</b>	261 Malden Road, Cheam, Sutton, Surrey, SM3 8ET
<b>Telephone number</b>	020 8644 3654
<b>E-mail</b>	cheam@pcnurseries.com
<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 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 is one of 100 nurseries run by Nord Anglia PLC. It opened in 2002 and operates from eight rooms in a purpose-built two floored building. It is situated in Cheam located in the London borough of Sutton. A maximum of 88 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 18.00 for 52 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 140 children aged from three months to under five years on roll. Of these, 40 children receive funding for early education. The nursery currently supports a number of children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language.

The nursery employs 29 members of staff. Of these, 20 hold appropriate early years qualifications and five are working towards a qualification.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children are cared for in a clean and bright environment where they learn about taking care of themselves and staying healthy. Children stay healthy because staff are proactive in following effective environmental health and hygiene guidelines, policies and procedures. For example, use of colour-coded cloths and regular laundering of children's bed linen. Children are beginning to understand the importance of washing their hands after touching animals and going to the toilet and before meals.

The children have access to drinking water throughout the day. The lunchtime arrangements for the younger children enable the babies to begin to develop independence skills. For example, the babies are encouraged to feed themselves with finger foods, whilst also being supported with their feeding by a member of staff. The older children learn good table manners, as they sit together and say 'thank you' when their food is served. They are encouraged to scrape their plates when they have finished. The children enjoy a wide range of nutritional and well balanced meals, which are prepared by the cook on the premises. They have fresh fruit on a daily basis at snack times. The staff work closely with the parents to ensure the children's individual and cultural dietary needs are known. The cook takes account of these when planning and preparing food. The staff are very aware of babies individual routines and take account of these throughout the day. For example, the babies are given their formula milk at times indicated by the parents, and the staff ensure that the babies' individual sleep patterns are followed, rocking them to sleep when this is necessary.

Children benefit from daily fresh air and physical activity during outdoor play, weather permitting. This enables children to acquire physical skills, and develop their control and co-ordination using the good range of resources on offer. For example, children enjoy visiting local park, accessing the parachute, wheeled toys and the challenges of using the climbing frame in the garden area. Children develop their fine motor skills well by using a good range of resources such as sewing cards, puzzles and one handed tools.

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

The provision is good.

Children are cared for in a welcoming environment which is cheerful with photos of children displayed in the hallway and the rooms. There are also a range of colourful posters and children's artwork throughout the premises. All children and parents are greeted warmly by staff, which enables children to settle quickly. The premises are maintained at an appropriate temperature because thermometers are strategically placed and checked.

Children move around freely because staff are effective in maximizing the space that is available to them in the base rooms. Children have access to a wide variety of resources, furniture and toys, which are checked regularly to ensure that they remain safe for use. In all areas resources are stored at children's level to promote ease of access, independence and choice.

Children's safety is well protected due to an effective range of measures that have been implemented, such as visitors have to sign in and their ID is checked, and staff members wear uniforms which makes them easily identified. Children's safety in the event of a fire is well protected because all fire exits are clearly labelled, evacuation procedures practiced on a daily

basis and staff members have had training in using fire fighting equipment. Risks of accidental injury to children are minimised because staff use risk assessments to reduce potential hazards. However, the hot water in the Tulip room poses a scalding risk to children.

Children's welfare is protected because staff are fully aware of the signs and symptoms to look for if they have a concern. All staff are trained in child protection procedures and safeguarding of children and understand their responsibilities under the Children Act.

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

The provision is good.

Children benefit from the good selection of interesting, fun and stimulating toys and activities. They are continually active and occupied, whether in free play or focus activities. Staff know the children well and ensure their individual care needs are effectively met. Children are happy and confident at the setting as they build warm, trusting relationships with the staff and have friendly relationships with their peers. The children play happily together, enthusiastically selecting resources independently and linking up with other children to enjoy and share toys. Staff demonstrate a good understanding for the Birth to three matters framework. They use their knowledge of the framework and the children to plan and complete observations. However, next steps identified by staff are not effectively followed through to inform planning, which would ensure children are reaching their full potential.

The children are encouraged to become skilful communicators, using language to share their thoughts, feelings and ideas. For example, the staff encourage the children to develop emerging vocabulary through every day discussions at circle time, whilst babies and toddlers are encouraged to use repetitive words during simple songs and action rhymes. The children enjoy making connections through their senses. For example, the babies feel the textures of items contained in the various treasure baskets. The younger children explore the cooked pasta contained within the tray, squashing it and moving it around with their hands, enjoying the feel of it. The children enjoy being creative, as they access play dough and make a variety of shapes and models. Most rooms have a role play area, where the children enjoy playing imaginatively.

### **Nursery Education**

The quality of teaching and learning is good. Children are keen to learn and quickly settle to become involved in activities when they arrive. Children throughout the pre-school area are very confident within the setting and have built secure relationships with the staff and their peers. Staff consistently interact well with children and have a secure knowledge of child development which improves children's achievements. They enjoy participating and exploring a range of materials, for example, whilst experimenting floating and sinking in water. This enables children to develop new ideas and concepts.

Children initiate conversations about their own experiences, for example, whilst looking at a book, recounting when a soft toy visited their home. They have many opportunities for mark making, including the use of paint and pens. The well equipped writing area allows children to access resources freely and independently. They confidently experiment with writing for a variety of purposes and many children can write their own names independently.

Children spontaneously use counting during their play and can confidently count up to 10 or more. They are able to recognise and name shapes and use mathematical language in their

daily activities. Children's independence is not fully encouraged, although they have opportunities to scrape their own plates. There are fewer occasions for them to serve themselves and make choices about how much they want to eat, as the food is already served up by the staff. They are sensitive to the needs of other children within the group and show care for the environment by investigating and handling mini beasts that they find in the garden with care and confidence. They learn about local wild life through planned topics. Access to tadpoles allow children to discuss the life cycle of the frog with great self-assurance.

Children enthusiastically experiment with colour and texture during a range of experiences. There is a strong emphasis on children developing their own self-expression and they are able to produce excellent representational drawings and paintings of their favourite stories. Children learn about information and technology as they use the programmable resources, such as cameras and the computer, with skill and confidence. They support and guide each other, for example, when two children are accessing the computer one says 'is the volume too loud? I'm going to turn it down for you'.

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

The provision is good.

Children's individual needs are met well with regards to dietary requirement and care. They are gaining an excellent understanding of other cultures through the celebration of various festivals throughout the year. Children are learning about the wider environment as they participate in growing flowers and vegetables. Children's care relating to learning difficulties and disabilities is generally ensured. However, there are children who would benefit from additional support to ensure their full potential is met. The setting works in partnership with the local authority special educational needs co-ordinator to ensure children receive support from external agencies such as portage and physiotherapy.

Children are well-behaved and staff understand how to promote good behaviour through praise and encouragement. Young children are sufficiently supported in learning about right and wrong. For example, they are reminded daily of the rules such as how many children can play in the home corner. Children are learning the boundaries of behaviour and they are beginning to take responsibility for their environment. For instance, all children join in with putting toys away. Children's spiritual, moral, social and cultural development is fostered.

There is a good relationship with parents. All children are offered a settling in period and all parents receive a detailed parents pack. Parents are provided with a monthly newsletter and have access to notice boards throughout the building to keep them informed about activities in the nursery and routines. Information is shared on a daily basis both in verbal and written form.

The partnership with parents and carers of funded children is good. Parents are provided with a copy of the nursery prospectus which includes a specific leaflet about the early education and they are kept informed about children's progress regularly. Parents are asked to make a contribution to their children's learning by coming in to work with children. Parents come in to talk to the children and also take part in a soft toy loan scheme. Where they have to document the toys time with the family. This is something both the parents and the children enjoy talking part in.

## **Organisation**

The organisation is good.

Children's welfare and education is supported by staff that are appropriately qualified and experienced in caring for young children. Effective policies and procedures ensure the setting runs smoothly and children benefit from secure routines. Staff are well deployed both indoors and out allowing children to receive appropriate adult attention. The appropriate staffing levels ensure all children build effective relationships and develop a positive approach to the learning experiences on offer. Children's personal information is securely stored and easily accessible to support children's care, such as in an emergency. There are effective systems for recording the daily attendance of children, staff and visitors, which has a positive impact on promoting children's safety.

Leadership and management is good. The effective leadership and management of the provision and the educational programme enable children to make good progress through the stepping stones towards the early learning goals. Management ensure staff are motivated and well trained, therefore staff have a sound understanding of the Foundation Stage and stepping stones. Management have a clear vision for the nursery education, they set clear directions for continual improvements in the organisation of nursery education and the outcomes for children. Management promote an inclusive care and learning environment in which every child matters. The setting meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

At the last inspection the provider was asked to implement an number of recommendations in relation to safety and documentation. Children's safety in the event of an emergency is also protected because the emergency evacuation procedure is practiced on a regular basis. Children's observations records have been improved to include next steps for children's learning to ensure children are effectively challenged. However, the temperature of the hot water in children's bathrooms has not been addressed fully to prevent a scalding hazard.

At the last Nursery Education inspection the group was required to improve systems for monitoring and revise the observations format and the organisation of the Poppy room. Children over three have now been amalgamated into one large area to ensure the quality of education, planning and evaluation is across the board. Observations systems have been revised to include children's next steps and an evaluation system is in place, which staff use effectively to monitor the quality of education provided to children.

## **Complaints since the last inspection**

There have been no complaints made to Ofsted since the last inspection.

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

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### 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 the temperature of the hot water does not present a hazard of burning to children
- ensure next steps are monitored and followed through
- ensure arrangements are in place to meet the needs of all children in attendance especially children with limited communication skills.

#### 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):

- increase children's opportunities to develop their independence

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