

Leapfrog Day Nursery - Telford

Inspection report for early years provision

Unique Reference Number	208218
Inspection date	10 July 2007
Inspector	Lesley Jane Bott

Setting Address	Priorslee Avenue, Priorslee, Telford, Shropshire, TF2 9RS
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Telephone number	01952 201727
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E-mail	
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Registered person	Leapfrog Day Nurseries (Trading) Ltd
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Type of inspection	Integrated
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Type of care	Full day care
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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 is part of the Leapfrog Day Nurseries national chain and opened in 1998. It operates from a purpose built single storey premises, which can be utilised to meet the need of the children attending. The setting serves the local area and parents travelling into Telford to work.

There are currently 125 children from three months to eight years on roll. This includes 50 nursery funded children. Children attend for a variety of sessions. The setting currently supports a number of children with learning difficulties and/or disabilities and who speak English as an additional language.

The group opens five days a week all year round. Sessions are from 07.00 until 19.00.

There are 29 staff who work with the children. Over half of the staff have early years qualifications and others are currently working towards one. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children learn the importance of good health and hygiene practices through the regular routines of the day. For example, they consistently carry out hand washing before eating and after going to the toilet. Older children are able to explain that they need to wash their hands to kill the germs before they eat. Most staff have food hygiene training and consistently follow good procedures when serving food.

Staff are aware of children's individual healthcare needs and all the required documentation and consents are in place regarding accidents and medication. Most staff have attended first aid training to ensure that they are aware of the correct procedures to follow in order to maintain children's health. Head injuries are reported separately and a reminder put in the daily file for older children, or on child's daily diary to remind staff that parents need to sign the form.

Children are well nourished because they are provided with good quality snacks and meals, all of which are healthy, nutritious and freshly prepared. Children eat a range of fruit and vegetables and heartily 'tuck in' to their food. Menus are set on a six week rota and varied to suit individual dietary needs with a vegetarian option always available. Water is available to children throughout the day to ensure they do not become dehydrated. Younger children have individual drinking cups, while older children can access a jug and cups to pour their own water to promote independence.

Children take part in physical activity and play outside on a daily basis. There is a well developed outdoor area for each room, ensuring that age appropriate equipment is available to the children. Children are able to practise their climbing and balancing skills, as well as use balls and wheeled toys. Children are also able to access a Yoga Bugs class once a week for the over two year olds where they enjoy stretching and exercising.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a purpose built building that is safe and secure. The entrance is visually pleasing with attractive wall displays and good detailed notice board with information for parents perusal. Children's rooms are bright, cheerful and decorated with their artwork. There is a good range of resources to support children's play and learning and these are regularly checked to ensure that they are safe for children to use. Comfortable seating is available for staff to sit and hold babies in a relaxed manner whilst giving bottle feeds.

Access to the nursery is closely monitored with visitors needing to show identification and closed circuit television in operation in the entrance and nursery rooms. Risk assessments involving all staff are thorough and regularly undertaken to ensure children are safe at all times. For example, morning and evening tasks signed off on risk assessment forms. Fire extinguishers are covered, and under floor heating ensures children are protected. Well written policies and procedures are in place covering aspects of health and safety across the setting and staff put these into practice to effectively support the safety of the children. For example, sun cream is to be applied before children go out to play and children not allowed outside between the hours of 11.00 and 15.00 if the temperature is over 20°C.

Well-organised child-friendly and accessible storage facilities in most rooms enable children to self-select from the broad range of safe and suitable toys. However, the older babies do not have the opportunity to access their equipment as most is kept on high shelves therefore, not allowing them to make independent choice. All equipment is well-maintained and meets safety standards.

Children are safeguarded and protected from harm because staff have a good understanding of the signs and symptoms of abuse and their duty to protect children in their care. A child protection procedure is in place and staff know who the child protection officer is. All staff are fully aware of their roles and responsibilities in protecting children.

Helping children achieve well and enjoy what they do

The provision is good.

Children arrive happy and settle well. Staff are supportive to children and give help or support as necessary. There are a mixture of adult-led and child-initiated activities and most resources are accessible to the children so that they have choices regarding their play. Staff help children to play together cooperatively and make good use of the 'Birth to three matters' framework to support young children's learning. Observations are used to assess where children are at with regards to their development and these are used in planning so that staff can build on children's interests and plan the next steps in their learning.

Nursery Education

The quality of teaching and learning for children receiving nursery education is good. Staff use their good knowledge of the Foundation Stage and how children learn to provide a stimulating environment which reflects all children's backgrounds and the wider community. Staff use an effective range of teaching methods to motivate children so they are keen to learn and make progress. They use successful strategies to engage and interest children, for example, splitting the children into smaller groups to encourage interest and participation.

Planning is based on topics and is balanced across the six areas of learning and linked to appropriate stepping stones. Assessment is based upon meaningful observations recorded in children's profile records. In evaluation, staff use their next steps in learning as a base for future planning. However, not all children's work is dated to ensure a full evaluation is in place.

Children are absorbed in their play and move around the room participating in the activities available. They develop their self-esteem and take great pride in their achievements, for example, showing staff what they have done and pointing out how many stars they have on the behaviour reward chart. Children play together well cooperating and offering their own suggestions. They have good pencil control, for example, when copying their name and make good use of descriptive language at recall time, informing the group of what they have done that morning.

Children use mathematical language during their play and often practise their counting skills at routine times during the day. They enjoy the 'gloop' play mixing the colours together to make pink. Children competently display their skills when using the computer and operate everyday technology in their play. For example, using the telephones and cameras in role play.

Children take part in activities to learn about living things, and grow plants from seeds. They make good use of their imagination in planned and spontaneous play both inside and out.

Using the chalk outside to make a hop scotch, or dressing up. Overall, children make good progress in their learning.

Helping children make a positive contribution

The provision is good.

Children are welcomed into the setting. Staff value their individual personalities and ensure all children are able to play with toys and equipment which meet their individual needs. Photographs around the nursery and displays of their artwork help them to develop a good sense of belonging. Children are starting to develop some understanding of other cultures and diversity. For example, planned activities around festivals such as Chinese New Year and visits from the multi-cultural inclusion project. Children enjoy listening to the storyteller and play traditional musical instruments. The provision has effective arrangements in place to care for children with learning difficulties and/or disabilities and staff work in partnership with parents and other professionals to ensure children's needs are met.

Children are learning right from wrong and show concern for others through the use of effective strategies. For example, staff praise children's helpfulness and kindness to others. For example, a child getting a toy for a friend who was upset at circle time. Children are learning to manage their own behaviour through star charts moving along the lily pads to eventually get a certificate to take home. Children's spiritual, moral, social and cultural development is fostered.

Parents are very well informed about their child's activities and progress through daily informal feedback and written progress reports. Children's individual portfolios, record each child's experiences and progress throughout their time at nursery. Regular parents' evenings give parents and carers opportunities to talk about their child with their key worker and to find out more about early years issues. Special events such as a 'graduation ceremony' for the older children moving on to school encourages parents to be involved in their child's learning and time at nursery. Displays, notice boards and frequent letters and newsletters help parents and carers to be up to date regarding the organisation and management of their children's care and play. Should parents have any concerns about the nursery they are confident to raise these with managers and staff. The organisation's complaints procedures are clearly explained and robustly followed through to ensure any issues are properly addressed and relevant records retained.

Partnership with parents and carers is outstanding. They are very well informed about the Foundation Stage through interesting displays of children's work, photographs of activities and excellent explanations of the six areas of learning. Parents are encouraged to be actively involved in their children's learning. Their views about their children's development and skills are valued and help staff to plan appropriate activities. Parents regularly receive and comment on written reports on their children's progress. Activity and topic plans are displayed and clearly explained on the notice board linking activities to the six areas of learning.

Organisation

The organisation is good.

Children are happy and confident in the setting. They are safeguarded as recruitment and vetting procedures ensure children are well-protected and cared for by suitable staff. Written policies and procedures are in place to promote children's good health, safety, enjoyment and achievement. However, staff are not always fully aware of the correct procedures to follow and do not have a full understanding of the policies and procedures in place. Opportunities for

staff to update their knowledge and skills is limited as some have not been on courses for over two years, and certificates gained by staff members who left two years ago are still displayed within the nursery. This does not keep parents fully updated with correct information of the setting. Staff work together as a team within the room, and with a base room manager in place overall. This support's children's care, learning and play.

The leadership and management is good. An effective key worker system, sound staff deployment and consistent assessment and evaluation procedures mean that staff have a clear vision of how well children are progressing and what to do next to aid their further development. Effective monitoring helps staff to identify and address any gaps in the nursery education programme or in children's knowledge or understanding. Very good use is made of daily focus activities planned in order to support specific areas for improvement.

Children's care is supported by effective record keeping. All relevant information is obtained at the outset. There are consistent arrangements for ensuring this information is updated and that parents are notified of any changes to the setting's policies and procedures.

The provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last care inspection two recommendations were raised to further develop children's opportunities to increase their behaviour management and equal opportunity. The group now have an effective written policy in place outlining procedures to follow. Behaviour star charts and reward systems are in place to promote children's self-esteem.

The last nursery inspection identified two points for consideration, increasing children's opportunity to use everyday technology and use mathematics more routinely. The nursery have now incorporated a technology table within the classroom to enable children to use different equipment. Mathematics is now reinforced during everyday routines and children have access to an abacus.

Complaints since the last inspection

Since the last inspection there have been one complaint 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.

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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):

- further improve the environment to ensure that babies can independently choose what they want to play with
- ensure that all staff are aware of policies and procedures, paperwork is kept up to date, and staff have opportunity to update knowledge.

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 that paperwork is kept up to date and fully completed, including dates to support staff deliver an effective service to all of the children that attend.

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