

Leapfrog Day Nursery

Inspection report for early years provision

Unique Reference Number	EY347409
Inspection date	30 April 2007
Inspector	Christine Stimson
Setting Address	Mercer Close, Thames Ditton, Surrey, KT7 0BS
Telephone number	0208 3989491
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Registered person	Nord Anglia Nurseries 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 opened in 1999 and was re-registered in January 2007 as one of 102 nurseries run by Nord Anglia. The nursery operates from seven rooms within a purpose built premises. It is located in the Thames Ditton area of Surrey and the premises are within easy reach of a rail station and local bus routes.

A maximum of 69 children may attend the nursery at any one time. The nursery is open each weekday from 07:00 to 19:00 for 52 weeks a year. All children share the outdoor play areas. There are currently 86 children, aged from three months to five years, on roll. Of these 26 children receive funding for nursery education; children may attend for a variety of sessions.

The nursery employs eighteen staff and a manager; fourteen of the staff, including the manager, hold appropriate early years qualifications. There are two members of staff who are working towards a qualification. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is protected because they learn the importance of good personal hygiene through daily routines such as washing hands after using the toilet and prior to eating food. Older children know why they need to wash their hands and they freely access tissues to wipe their own noses. Some children have learnt to cover their mouths when coughing, with staff gently reminding others of this necessity. Children access the soap dispensers above the sinks by standing on small stools, but there is only cold water available for children and staff to wash their hands; this compromises their health.

There are seven staff who are first aid trained which means they are able to act quickly if a child has an accident or minor injury; first aid boxes only contain those items currently recommended. Children are protected from the risk of cross infection because staff and parents are aware children cannot attend if they are unwell. Staff respond in a caring and appropriate way if a child is taken ill during a session, keeping parents informed by telephone of their child's condition. Written consent is given by parents for staff to seek medical help in an emergency. This supports the health of the children.

Children benefit from the healthy snacks and food provided. They sit with their friends and enjoy a selection of nutritious foods that are freshly made each day on the premises. Independence is encouraged from a young age, with babies given spoons to hold as they are fed by staff. Older children serve themselves using large serving spoons, enabling them to take as much as they want. There is always plenty of food left over and this means children with hearty appetites can have more if they wish. Water is given to children throughout the day. Beakers are refreshed frequently for younger children; older children have a jug and some cups left on the side for them to help themselves.

Children practise their physical skills as they access the outdoor area on a daily basis, only foregoing this pleasure if it is raining hard. They ride on tricycles, scooters, sit and ride cars and access appropriate sized climbing frames and slides. These activities provide opportunities for children to take pleasure in their growing abilities. A pleasant grassed area with trees and shade for children surround the nursery.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a clean and warm environment that is safe and welcoming. It is child friendly with various rooms used to care for children of different ages. Resources and equipment are in good condition with babies and children over three years offered stimulating experiences. However, a lack of resources in the rooms caring for children from 16 months to three years means that toys are often borrowed from other rooms and these are not always age appropriate.

Staff give high priority to ensuring children learn how to keep safe. For example, encouraging them to walk in the rooms rather than run and inviting fire and police officers into the setting to talk to children about their roles. Children play in a secure environment where steps have been taken to ensure only suitable people are allowed on site and the generous floor space and arrangements of furniture enable children to play securely and safely. On going problems

with the boiler means that children and staff have no access to hot water, compromising their health.

Children's welfare is safeguarded because there are full time staff on site who have had training in child protection issues. The local child protection guide is easily to hand, with staff in the various rooms able to recognise the signs and symptoms of abuse and demonstrating knowledge of who to contact if they have concerns about a child.

Helping children achieve well and enjoy what they do

The provision is good.

Most children confidentially separate from their main carers and those who find this distressing are comforted by staff, who soon settle them by offering lots of reassuring cuddles and hugs. Children relate well to staff and this contributes to their emotional well-being. Children readily approach staff for their needs and have learnt the nurseries routines well. For example, children are eager to wash their hands before snack time and are excited to get their coats on ready for outdoor play. Throughout the nursery children's work is displayed showing it is valued by staff; this boosts children's self-esteem. Staff are skilled at asking children open questions and show an interest in their response.

Young children's activities are planned by staff using the Birth to three matters framework. This ensures a suitable play environment is available to meet individual needs. However, although children's progress reports are shared with parents, some of these are not based on observations of children's achievements. Staff know the children well and therefore write the reports accordingly.

Children's independence is encouraged as they select their own play resources, which are generally kept at child height. Younger children are encouraged to hold and use cutlery during their meals. Very young children are excited to be involved in messy play activities such as painting on the glass doors leading to the garden and splashing around in water trays, supervised by staff.

NURSERY EDUCATION

The quality of teaching and learning are good. Staff have a secure understanding of the Foundation Stage of learning and this enables children to make good progress towards the early learning goals. There are effective systems in place to observe, record and assess children's development and progress. Staff plan the curriculum well and ensure activities are appropriate to develop children's next step in learning. Children are able to independently choose resources to initiate their own play. For example, children spontaneously create models from construction kits.

Children are confident within the setting and form close relationships with their peer group. They are well behaved and interested in the activities provided. For example, children are eager to tell the teacher how to make porridge for the three bears calling out 'you put it in the microwave'. Children are confident and happy to converse with the teachers, both individually and in group situations. Makaton signing is used by the teacher when talking to children at circle time and many children can now sign their name and a hello greeting welcoming new children, parents and visitors. They copy the teachers hand movements as she recites songs and rhymes.

Children confidently use mathematical language. Most are able to recognise numerals up to nine when shown them randomly. They can calculate how many items are left if one is taken away and can count up to 17 with confidence. Children's knowledge and understanding of the world is developing well as they learn the difference between farm and wild animals, learn about people who help them in the local community and plant bulbs and seeds in the outside area. However, children have limited access to programmable toys and the computer provided for them does not work. This means children do not get regular opportunities to operate equipment or complete simple programmes on the computer.

There are good opportunities for children to build three dimensional models. For example, a dragons head and body made from recycled materials, used as part of the Chinese New Year celebrations. Children are skilled at recalling stories illustrated as they give graphic descriptions about St George and the dragon. They also enjoy re-enacting stories such as getting the house transformed for Goldilocks and the three bears. Staff extend children's language, for instance, asking them what the word exploding means when it appears in a story being read. Children's physical skills are developed as they have daily opportunities to use climbing frames, slides, run freely in the garden and practice pedalling on a variety of bikes and scooters.

Helping children make a positive contribution

The provision is good.

Staff offer children praise and encouragement which promotes their self esteem and helps them to behave well. General daily routines enable children to become aware of the expectations of the setting, with staff on hand to offer children explanations if they are told not to do something.

There is a good partnership with parents. They are welcomed into the setting and encouraged to be involved with their child's learning. For example, newsletters give parents details of topics to be covered and explain how they can help to extend their child's learning at home and on outings. There are good procedures in place to keep parents informed about the provision and twice yearly meetings are arranged where key workers can talk to parents about their child's progress. Reports are issued at this time.

There are systems in place to monitor children's development if there are concerns and staff are willing to work with other professionals to ensure children's individual needs are met. Children learn about the cultures and traditions of others whilst at the nursery with art and craft activities organised to celebrate various festivals. For example, children use chopsticks to eat food whilst exploring Chinese New Year. Play activities and materials used by children portray a positive image of people from other cultures and these help them to learn about diversity. Children are taken out to local places like the library, the village shops and the old peoples home. Visitors from the emergency services visit the children and this helps them to learn about people within their local community who help them.

The partnership with parents whose children receive nursery education is good. Parents are informed about the Foundation Stage of learning by the pre-school teacher who shows them the plans of activities, demonstrating how the six areas of learning are covered. Parents are encouraged to explore activities at home, based on the topics children are covering at pre-school. For children who come from other settings, staff make sure they find out from parents and their previous nursery as much information as they can so they can build on what children already know. Staff make themselves available to parents before and after sessions so they can talk to them about their child's development.

Children's spiritual, moral, social and cultural development is fostered. For example, children are confident to choose their own activities and realise that they must wait their turn when negotiating slides. They are helped to learn right from wrong by staff who offer explanations and children show care and concern for each other when one is hurt. Children show wonder as they explore the garden area looking for insects and they spend time learning about the cultures and beliefs of others.

Organisation

The organisation is good.

Leadership and management are good. Staff feel supported by the manager who in turns feels supported by her management team. There is a strong commitment to continually improve the service offered. Staff understand their roles and responsibilities and work well together as a team. There are good opportunities for staff to attend training so they can keep up to date with new childcare practice. The manager encourages staff to be involved with all aspects of the provision including the planning of activities. There is an effective system in place to evaluate teaching and learning.

Children are cared for by consistent and experienced staff who have good knowledge of child development. Children are not left supervised by any person not vetted because the recruitment procedures are appropriate and ensure staff employed are suitable for their role. Space and time is well organised so children are kept occupied and stimulated with time for both quiet and active play. However, the provider has an insufficient range of toys for children aged 16 months to three years.

The operational plan works well in practice and there is a comprehensive range of policies and procedures to guide staff in their work and these are shared with parents. All the required regulatory records are maintained which contributes to children's safety, health and well being. The manager does not ensure regular observations are conducted on children under the age of three years and this compromises the accurate recording of children's progress.

Overall the setting meets the needs of the range of children for whom they provide.

Improvements since the last inspection

Not applicable

Complaints since the last inspection

Since registration 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.

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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 children and staff are able to wash their hands in hot and cold water at all times
- ensure sufficient resources are made available for children aged 16 months to three years
- develop systems that ensure observations made on children under the age of three years are used to inform their progress reports.

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 have regular opportunities to operate programmable toys and complete simple programmes on the computer. Make sure the programmable toys that are in place are maintained in working order.

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