

# Leapfrog Day Nursery - Reigate

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY153169
<b>Inspection date</b>	04 May 2007
<b>Inspector</b>	Jacqui Lloyd / Joanne Lindsey Caswell
<b>Setting Address</b>	Lesbourne Road, Reigate, Surrey, RH2 7JP
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<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 inadequate - enforcement action. The registered person does not meet the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Leapfrog Day Nursery (Reigate) opened in January 2002 and is part of the Nord Anglia Day Nursery Group. The nursery operates from converted premises, situated close to Reigate town centre within walking distance of the park, railway station and the town centre. The nursery serves the local community and surrounding areas. A maximum of 98 children may attend the nursery at any one time. The nursery is open each weekday, from 07:00 to 19:00, throughout the year. All children share access to an outside play area.

Children are cared for in groups according to their age. The groups use three base rooms which are sub-divided. Toilets, hand washing and nappy change facilities are integrated into the group rooms. Children also have access to a sensory room offering an additional inside play area.

There are currently 94 children, aged from six months to four years, on roll. Of these, 34 children receive funding for nursery education. The nursery supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

A team of 18 staff work with the children. Of these, eight staff hold recognised qualifications and four staff are currently working towards a qualification.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is inadequate.

There are insufficient procedures in place to help promote children's healthy development. The inconsistent practice between staff prevents children from developing a secure understanding of the importance of good health. For example, staff in the Toddler unit do not ensure children wash their hands before eating. The staff do not present themselves as good role models, as they handle food for children without ensuring their hands are clean. This does not reflect Environmental Health regulations and compromises children's healthy development. However, children in Pre-School develop a good awareness of personal hygiene routines, as staff give clear explanations and help children to develop independent practice. Babies have individual flannels to ensure their hands and faces are cleaned before and after eating.

There are satisfactory arrangements in place to ensure that children have their own bedding and cots are labelled to prevent cross-infection. Toys are adequately sterilised to ensure they are clean and hygienic for children's use.

Nursery rooms lack appropriate ventilation. Windows are not always opened, preventing the circulation of fresh air in the Baby, Pre-Toddler and Toddler unit. As a result, many rooms have a stale smell. The water-stained ceiling in the Pre-School and Toddler units has not been replaced and has visible mould patches. This does not ensure a clean and healthy environment for children.

There is some provision for older children to benefit from physical play and activities. The outside play area has been improved with fixed equipment and safety surface, enabling children to run and move around safely, helping to promote children's large muscle development. There are minimal resources available inside, such as a rocker and a ride-on toy. Children play with balls and negotiate obstacle courses giving some opportunity for children to improve their balance and co-ordination. Pre-School children enjoy active games and participate in a commercial fitness programme, helping them to develop spatial awareness and improved muscle control.

The recording of accidents continues to be inconsistent and does not fully promote children's health and welfare. Staff lack understanding of what information to record, regarding incidents affecting children. For example, significant incidents are not always recorded in writing. Staff also fail to implement the written policy by not advising the nursery management or parents of serious events which affect children's health and welfare.

Procedures for administering medication are appropriate and help to promote children's welfare. Staff understand children's medical needs and have completed specialist training, such as administering an Epi-pen. This helps to ensure suitable procedures are in place to help to support children who require medication.

The provision of meals and snacks is not always appropriate to support children's dietary needs. Snacks consist of healthy options, such as fresh fruit. However, the preparation of food is not always appropriate to ensure children's health, safety and welfare. For example, food is not appropriately made safe for babies and children to eat. The food is served whilst still being hot and has not been checked to ensure it is of the appropriate consistency and manageable for babies and toddlers to eat. In the Toddler unit, children eat chunks of water melon with visible pips and babies are served whole cherry tomatoes. This conflicts with written nursery policy

indicating the safe preparation and serving of foods. As a result, children's health and welfare is compromised.

Drinking water is not made freely accessible to the younger children. Drinks are served at snack and meal times, yet there is limited provision to ensure children remain appropriately hydrated at other times. Provision for children is more effective in the Pre-School as children can help themselves to drinking water at any time.

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

The provision is inadequate.

The premises are secure and staff ensure children are collected by adults who are known to them. The nursery operates a password system with parents, helping to ensure children's safety and security. Improvements to the arrangements for outside play enable children to play safely under the supervision of staff. The safety surface helps to prevent children sustaining significant injuries from falls. The design of the premises includes some effective precautions to keep children safe. For example, all doors have finger guards to prevent children from sustaining an injury.

Staff have an improved understanding of the procedures for emergency evacuation. Written procedures help to ensure children's safety and a designated place of safety outside has been identified. Children's safety and welfare is promoted in this area, as staff carry emergency evacuation bags, with essential supplies, such as drinks and blankets. Effective arrangements are in place for the safe evacuation of babies.

There are many written health and safety policies available. However, staff caring for the younger children do not effectively identify potential hazards and therefore, do not always protect children from harm. Staff in the baby room do not always fully consider the potential hazards, when selecting resources and materials for children to explore. Therefore, insufficient supervision of such activities mean that the use of dry cornflakes present a potential choking hazard. This has a significant impact on children's safety. Not all babies are appropriately restrained in purpose-designed chairs for feeding, resulting in falls from furniture. Staff identify that some foods served to children are inappropriate, yet take no action to protect children from hazards. As a result, the practice is inadequate and exposes children to significant harm.

In the Pre-School, staff are vigilant in helping children to learn the importance of safety. Staff give clear explanations, enabling children to understand the importance of handling scissors carefully and not running inside. This improves the older children's understanding and helps children to learn how to keep themselves safe.

Staff have a basic understanding of their responsibilities regarding safeguarding children. Some staff have completed training and recognise the procedures to follow if they have any concerns about a child in their care. As a result, children's welfare, regarding child protection, is adequately promoted.

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

The provision is inadequate.

There are inadequate procedures in place to promote children's learning and development within the Baby, Pre-Toddler and Toddler units. Provision to support children's learning within the Pre-School is significantly different. Babies and toddlers lack opportunities to fully develop

their interests and natural curiosity, due to the lack of planned activities and provision for child-initiated play. The types and range of learning opportunities are extremely restricted due to the limited range of toys and resources. Staff in the Baby and Pre-Toddler units lack knowledge of how to promote children's learning and developmental progress. They have insufficient awareness of children's individual needs and, therefore, do not plan suitable activities and play experiences which provide appropriate stimulation. Play materials are not changed frequently enough to sustain children's interests.

Some staff in the Baby and Pre-Toddler rooms do not consistently demonstrate a warm and affectionate approach towards the children. Crying and unsettled children are not always comforted quickly and appropriately. There is limited positive interaction between children and staff, restricting opportunities for children to feel secure and comfortable. The regular change of staff between rooms, and the practice of frequently moving children into different rooms for extended 'settling' periods, has an impact on children's emotional security and restricts children from forming close relationships with key staff.

The procedures for monitoring and assessing children's developmental progress are inadequate. Staff have insufficient knowledge and understanding of the use of the Birth to three matters framework and lack confidence in using observations as a method to assess children's ability and development. As a result, observations are carried out infrequently and are not evaluated effectively. Activity plans are not always readily available to help staff to plan for children's developmental needs and staff lack awareness of planned activities and topics. As a result, the daily routine within the Baby, Pre-Toddler and Toddler units is not planned appropriately and is not tailored to address children's individual needs.

## NURSERY EDUCATION

The quality of teaching and learning is satisfactory. Children enjoy their time in Pre-School and form warm and close relationships with staff. There is a very happy and positive atmosphere within the Pre-School environment and the interaction between staff and children is good. Pre-School staff demonstrate energy and enthusiasm for their role and are dedicated to meeting the needs of the children. Staff have a secure understanding of the Foundation Stage curriculum and planning records reflect all six areas of learning. There are adequate procedures in place to monitor and assess children's progress towards the early learning goals. However, observations are not always carried out sufficiently regularly, in order for staff to evaluate children's individual learning needs.

The Pre-School staff work together well as a team, although, at times, staff have to provide cover in other areas of the nursery. Poor staff deployment at this time has an impact on the education provision as children have to remain in one area of the Pre-School unit, preventing their access to other areas. This inhibits the provision for child-initiated learning and restricts children's choice from a wider selection of play opportunities.

There have been improvements made to the outside area, although children's learning within this area is still not extended sufficiently, in order to utilise additional resources and expand curriculum planning.

The Pre-School unit is adequately resourced and many play materials are stored at low level, encouraging children's freedom of choice and improving their independence. Children mainly select toys of their own choice to support their play and ideas. However, the condition of some

resources inhibits children's learning. For example, many battery-operated toys available are not in working order and some books are in a poor condition.

Children develop very good social skills. They are happy and confident and show good levels of interest and curiosity. Staff encourage children to explore and develop their own ideas. As a result, children become inquisitive and eager to learn. They ask questions and engage in lengthy discussions with staff, showing a keen willingness to learn and develop their knowledge. Staff respond very well to this and talk to children individually and clearly listen to children, forming close and positive relationships with them.

Children communicate confidently and effectively. They enjoy group discussion and extend their vocabulary through topic work and conversation. There are satisfactory resources available for mark making and many examples of children's writing on display. Children develop an awareness of the alphabet through phonic work and playing games, such as Sound Bingo.

There is satisfactory provision in place for children to develop counting and mathematical skills. Children count freely and there are many examples of numbers on display. An adequate range of resources enables children to explore concepts such as shape, colour, size and weight. Children count and take away confidently whilst singing number rhymes, helping them to develop an awareness of simple calculation. The current topic of 'Opposites' enables children to compare patterns and make sequences.

Children develop an interest in the wider world as they explore different topics and learn about different festivals, customs and religions. Children discuss different countries and learn about cultural festivals, developing children's awareness of diversity. Topics such as 'Spring and Growing' help children to learn about nature and observe environmental change. For example, children plant cress seeds and watch them grow. They discuss the life cycle of animals and observe the changing seasons and weather patterns.

Children develop their own creativity as they paint their own pictures, make models and use a range of media. The Pre-School environment clearly reflects children's own art work, enabling children to develop their own ideas and express themselves freely. Children explore a range of textures, such as bubbles, glitter water, custard and sand, helping children to develop their senses. There is adequate provision for role play helping children to build on their interests and use their imagination within their play.

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

The provision is inadequate.

Children are not consistently valued as individuals and their needs are not met by some staff. There is information displayed regarding children's medical requirements and dietary needs. This helps to ensure all staff are familiar with children's individual health needs. However, some staff lack an awareness of children's developmental needs. As a result, children's individual care and learning needs are not routinely planned for and identified. Staff do not consistently treat all children fairly, due to their lack of understanding of each child's personal development. For example, some staff do not have a secure understanding of each child's accurate age. As a result of this, some staff have unrealistic expectations of the children's developmental ability and some activities provide insufficient challenge and stimulation.

Topic work enables some children to talk about their friends and family, helping children to develop a sense of belonging.

There is some provision in place for Pre-School children to learn about the wider world and begin to recognise diversity. Children explore a range of countries and learn about different festivals and religions. As a result, Pre-School children's social, moral, spiritual and cultural development is fostered.

Children with learning difficulties and/or disabilities are adequately supported. An experienced Special Educational Needs Co-ordinator is responsible for co-ordinating individual care plans. The premises are accessible for children and adults with physical and mobility difficulties, helping to provide an inclusive environment.

The procedures for monitoring and managing children's behaviour are adequate. Children begin to learn acceptable behaviour levels as some staff give praise for positive action. However, within the Pre-Toddler and Toddler units, there is little explanation given to children, as to why behaviour is sometimes unacceptable. This does not sufficiently help children to clearly differentiate between right and wrong. There are good strategies in place within the Pre-School unit for children to clearly recognise the importance of acceptable behaviour. Children are kind and respectful to one another and imaginative strategies, such as the 'Golden Rules' and incentive methods, clearly encourage children to behave socially and within agreed boundaries. As a result, children show courtesy and respect for each other, talk to one another politely and share and co-operate during their play

The partnership with parents and carers is satisfactory. The parents of Pre-School children receive information regarding the Foundation Stage curriculum and Pre-School topics and activities. This enables parents to be involved in their children's learning and extend activities at home. Parents' meetings are held to inform parents of the curriculum and the value of quality play experiences. Progress reports are shared with parents, helping them to be aware of their children's development.

Information about the younger children's daily achievements and care routines is not always exchanged in full. Parents are not consistently made aware of incidents concerning children's welfare. This does not promote strong partnership between parents and staff. Daily record sheets for babies give an indication of feeding, toileting and sleep patterns, giving basic information, helping parents to be aware of care routines.

Parents have access to written information regarding the nursery policies and procedures. Contact details for Ofsted, as the regulatory body, are displayed and a written procedure for complaints is available, including a complaints log, which parents have access to.

## **Organisation**

The organisation is inadequate.

The organisation of the nursery is ineffective and is not planned around the children's needs. The daily routines in the Baby, Pre-Toddler and Toddler units are not appropriately organised to offer children sufficient time for child-initiated play and learning. Poor staff deployment, at times, inhibits children's care and learning routines. For example, in the Toddler and Pre-School unit, children are grouped together in one area, restricting children's access to a wider selection of play and learning resources. In the Baby room, sleep routines after lunch are not planned effectively to ensure all babies sleep in calm and peaceful surroundings. Inadequate organisation of space and staff deployment prevents unsettled babies from being comforted quickly, resulting in a disturbed environment.

The training provision for staff is inadequate and is not effective to improve staff's understanding and knowledge of good practice. Staff appraisals are not consistently used to effectively identify staff training needs. Although staff have completed training in using the Birth to three matters framework, this has been ineffective in helping to improve the standards of care in the Baby and Pre-Toddler units, where staff lack the skills and competences required for caring for very young children.

Staffing ratios are mainly adhered to, although this results in many staff moving around the nursery and covering in different rooms, leading to disruptive care routines for children.

Regulatory documentation is in place, although it is not consistently maintained appropriately and in accordance with regulations. The attendance record is not always maintained accurately and the provision for recording accidents and incidents is inconsistent throughout the nursery. This has an impact on children's safety, in the event of an emergency. As a result, records used to promote children's welfare are not always completed appropriately and do not support the care needs of the children.

The leadership and management of the Pre-School are satisfactory. The Pre-School supervisor and her team are dedicated and committed to high standards. The Pre-School environment is significantly different from other areas of the nursery and the organisation of this unit is effective to meet children's care and learning needs. The Pre-School team is strong and consistent and all staff are motivated to meet children's individual needs.

The setting does not meet the needs of the range of children for whom it provides care.

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

At the last inspection, enforcement action was taken to improve standards of care. As a result, seven compliance notices and nine actions were raised. These related to: the organisation and management of the nursery; the management of the Baby unit; staffing ratios; the competence of staff caring for children aged under three years; the provision for play opportunities to encourage the younger children's learning; ventilation levels, heating and the condition of the premises; the procedures for emergency evacuation; the safety of the outside play area; the recording of accidents; general hygiene levels throughout the nursery; staff's understanding of administering specialist medication; behaviour management strategies and staff's understanding of their responsibilities regarding safeguarding children.

Since the last inspection, a new nursery manager has been appointed. This has enabled the management of the nursery to be consistent. The Base Room Supervisor for the Baby Unit also shares the responsibility of Deputy Nursery Manager. As a result, her time working in the room leading and directing staff is still insufficient in order to supervise and manage staff appropriately. Staffing ratios are mainly adhered to, although this is due to staff moving between rooms to provide cover, having an impact on the provision in other areas of the nursery, particularly affecting the provision for Toddlers and Pre-School children.

Insufficient staff training has improved the standards of care within the Baby and Pre-Toddler unit. Staff lack direction from the Base Unit Supervisor and lack the appropriate skills and competences in order to nurture babies in order to meet their needs appropriately. As a result of staff's poor understanding of the developmental needs of babies and young children, insufficient appropriate and safe activities are planned and the provision of toys and resources does not provide sufficient challenge, variation and stimulation for babies.



Since the last inspection, maintenance work has been completed in order for the windows within the Baby, Pre-Toddler and Toddler units to be opened. This has improved the provision for ventilation, although staff do not always open the windows, leading to a continued stale smell within the nursery. Appropriate systems are now in place for staff to monitor room temperatures in order to ensure a comfortable and hygienic environment for children. Work has been completed to address the leaking nursery roof. However, at the time of inspection, stained ceiling tiles had not been replaced in the Pre-School, Toddler and Sensory rooms, inhibiting the provision of a healthy and hygienic environment for children.

The procedures for emergency evacuation have been reviewed. A new designated 'place of safety' has been identified outside the nursery building, helping to improve children's safety in the event of a fire or other emergency. Staff understand the revised procedures and the purchase of an evacuation cot for babies has increased the provision to evacuate babies safely.

Work has been carried out on the outside play area to improve children's safety. A safety surface is in place and protruding iron bars in the children's play area help reduce the risk of serious injuries. Fixed equipment improves the physical play opportunities within this area.

The provision for recording accidents is still inconsistent throughout the nursery. Documentation has been reviewed and now includes provision for more detailed information to be included. This helps to promote children's health and welfare. However, not all staff within the nursery are using the documentation appropriately, and, therefore, not all accidents and incidents are being recorded or reported to the nursery management and parents. This prevents parents from being made aware of all necessary information and restricts management from closely monitoring the state of accidents to prevent further incidents. A central log is now maintained of all reported accidents, enabling management to monitor the frequency of accidents reported to them.

Some procedures for improving hygiene levels within the nursery are effective. Staff carry out cleaning duties and ensure toys and resources are appropriately sterilised. However, not all staff utilise daily opportunities to improve children's health and hygiene. Children do not consistently learn the importance of hand washing before eating and staff handle food without washing their hands. This has an impact on children's healthy development.

Since the last inspection, some staff have completed training in administering an Epi-pen. This has improved their knowledge of how to meet children's specialist health and welfare needs.

Some staff have also completed Behaviour Management and Safeguarding Children training, helping staff to develop appropriate skills in order to manage children's behaviour appropriately and in accordance with their age. However, not all staff in the Pre-Toddler and Toddler units, help children to understand why behaviour is unacceptable. Staff have an improved understanding of their responsibilities for safeguarding children.

### **Complaints since the last inspection**

Since the last Ofsted inspection, there have been no complaints made to Ofsted which required the provider, or Ofsted, to take an action in which 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 inadequate - enforcement action. The registered person does not meet the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

#### The quality and standards of the care

Ofsted is taking **enforcement action** to safeguard the welfare of children.

#### 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):

- improve the use of observations to enable staff to evaluate all children's individual progress and identify future learning needs
- continue to develop the use of the outside area to extend the learning opportunities available to children
- review staffing arrangements to enable children to have increased access to all areas of the Pre-School unit, to improve the provision for child-initiated play and learning
- ensure all resources available to children are in a suitable condition to extend learning, particularly books and battery-operated toys

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