

Leapfrog Neighbourhood Nursery

Inspection report for early years provision

Unique Reference Number	143492
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Inspector	Gill Moore
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Registered person	Leapfrog Nursery School Limited
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 outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT SORT OF SETTING IS IT?

Leapfrog Neighbourhood Nursery is privately owned and has been established since 1996. It operates from two large Victorian houses in Southsea opposite each other and children have access to fully enclosed outdoor play areas. This particular building provides sessional care and full day care for children receiving funding for nursery education and babies up to the age of 18 months, when they transition to the toddler unit in the other nursery building. A maximum of 47 children may attend at any one time. The nursery is open Monday to Friday 50 weeks of the year, from 08:00 - 18:00. Children attend for a variety of sessions.

There are currently 45 children on roll. Of these, 27 receive funding for nursery education. The owner is a qualified teacher and endorsed trainer for High Scope. The owners of the nursery employ a qualified manager to be responsible for the day to day running of the group and a nursery administrator, both form part of the management team. In addition, seven staff work directly with the children in this nursery building, six of whom are qualified. The unqualified practitioner is currently working towards a recognised early years qualification. The nursery adopts the High Scope approach to teaching and all staff are trained in High Scope as well as early years.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children stay healthy because exceptionally high standards of hygiene and cleanliness are maintained throughout the whole nursery. For example, nappy changing surfaces and tables are cleaned using anti bacterial spray, and practitioners wash their hands thoroughly and wear disposable gloves when changing babies. Children gain an exceptionally good understanding about the importance of following good personal hygiene routines and this is promoted through discussions and the use of available resources. They practise cleaning their teeth using a large model and toothbrush and discuss their own experiences of visiting the dentist. Children talk about why it is important to wash their hands thoroughly using soap before snack time, recognising the need to 'scrub all the germs away.' Their health is extremely well maintained because practitioners have relevant first aid training and implement highly secure procedures when responding to accidents and administering medication. Accurate records are kept, including all the required details, and these are shared effectively with parents ensuring children's medical history is fully discussed.

Children gain an extremely good understanding around the importance of eating a healthy diet and this is enhanced through the range of healthy options provided at snack times. They independently pour drinks of water and milk and help themselves to a range of fruits and vegetables. Children comment on the fact they should eat five portions of fruit and vegetables every day and practitioners use this discussion encouraging children to talk about different foods. Consequently, children become aware of the types of foods that promote a healthy diet. Their dietary requirements are fully met because parents provide written information which is shared with all practitioners. Details, including photographs of children are displayed in the snack preparation areas, which act as a reminder when food is being prepared. Babies and toddlers are offered snacks including soft fruits, raisins and rice cakes. Their physical needs are exceptionally well catered for because consistent routines are implemented between home and the nursery environment. Babies are cradled when being fed their bottles, prepared by parents at home, and older babies develop extremely high levels of independence because practitioners encourage them to hold the spoon and help feed themselves. Meal and snack times are extremely flexible around individual children's routines.

Babies have wonderful opportunities to develop their physical skills climbing in and out of cardboard boxes and learning to crawl and walk unaided. They climb through the tunnel and giggle with excitement playing 'peek a boo' with practitioners and enjoy rolling balls and climbing over the soft play equipment. Older children's physical development is extremely well enhanced because they have access to a very good range of equipment and benefit from engaging in physical activities regularly throughout the day. They confidently ride a range of different sized bicycles, cars and scooters showing excellent spatial awareness as they ride safely around the track. Children enjoy climbing and balancing and negotiate apparatus, for example, as they walk across a bridge they have constructed from large bricks. Activities, such as music and movement sessions, obstacle courses and 'Sticky Kids' provide additional opportunities for children to develop their physical skills. Practitioners plan exceptionally well for physical play, in relation to babies and older children, and make extremely good use of space, both inside and out as well as taking the children for regular walks to the beach and around the local area.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children benefit enormously from the exceptional, well organised and vibrant nursery environment, both inside and out. The nursery is extremely welcoming and stimulating with photographs, posters and children's work displayed throughout. Children move freely and safely around the purpose built facilities, which helps develop their independence and self assurance. The individual units within the nursery are extremely bright and inviting and organised exceptionally well to make maximum use of the available play space. Children have access to an extensive range of furniture, equipment and play provision and highly effective systems are in place to ensure these are safe, clean and suitable for the ages of those attending. Their independence is significantly enhanced because the wonderful array of resources are presented at child height. The organisation of this, and the implementation of the daily routine, enables children to make choices about what they want to play with, ensuring they play an active role in their learning.

Children's safety is ensured because high priority is placed upon ensuring the environment, inside and out, is safe and risks and hazards are minimised. Formal risk assessments, as well as daily checks, which are recorded, are undertaken on every area within each unit. Babies and children benefit immensely because they are cared for in a safe and secure environment and able to move freely and safely around their individual play areas. For example, all plug sockets are inaccessible, stair gates are used to prevent babies from entering the sleep area and kitchen area unsupervised and all handles on the doors are at adult height. Intercom systems are used on the main entrance to the nursery and practitioners can observe through cameras in their individual rooms when someone rings the bell which helps keep children safe. Children gain an excellent understanding of how to keep themselves safe through discussions with practitioners. They talk about the potential dangers of walking around holding scissors and running inside and learn how to handle tools, such as knives and cutters safely in their play. They begin to learn about road safety as they discuss how to do this safely when out on visits in the local community. Children use road signs in their play in the garden helping them gain awareness about what traffic signals mean, such as the coloured lights and talk about when and where it is safe to cross the road.

Older children confidently talk about the procedure to follow if there was a fire and practise this regularly with practitioners to ensure all are familiar with the routine. Regular checks are made on all fire equipment, such as alarms and a detailed record of when fire drills are held and an evaluation of these is maintained. Consequently, children's safety is assured in an emergency situation. Extremely secure procedures are implemented to promote children's safety when going on outings. For example, all children's records and contact details are collated and taken on the outing, including a first aid kit and mobile phone. Registration forms are checked to confirm written consent has been obtained from parents for their child to go on outings and management and practitioners discuss and agree the route to be taken and highlight this on maps. Discussion includes risk assessments and a timetable for the outing, which really helps to assure children's safety whilst off the nursery premises.

Children are extremely well protected because practitioners have an in-depth knowledge of child protection issues and fully recognise their role and responsibilities with regards to protecting children in their care. Training is included in this area, as part of the induction programme, and all practitioners are booked to attend advanced training in this area on a rolling programme. Highly secure systems are in place to ensure children are collected from nursery by suitable adults that are known to practitioners. Procedures to record any injuries children

arrive with are implemented and all practitioners know what records to keep and how to implement nursery and local child protection procedures, which helps to safeguard children.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children relish their time in nursery because they are exceptionally well supported by practitioners who know them extremely well and have a secure understanding of child development. Interaction between practitioners and children is wonderful throughout the whole nursery. Babies babble with delight responding to gestures and copying language introduced by practitioners becoming skilful communicators. They brush their hair smiling at themselves and pressing their noses against the mirrors. Children become competent learners climbing in and out of boxes and working out how to post cubes through the neck of the giraffe. They have a wonderful time exploring their surroundings and investigate their senses accessing a wide range of tactile toys, including treasure baskets with natural objects. For example, children explore wooden and metal objects, sponges and enjoy hiding under silky scarves. They experience media, including shaving foam, paint and water and spoon pasta into cups transferring this to other objects happily.

Babies play imaginatively using spoons to stir the frying pan and talking to practitioners on the telephone. They point to mobiles, snuggle in with practitioners sharing stories and squeal with excitement reaching up to catch the bubbles. Children imitate noises the animal puppets make and bounce up and down with excitement participating in songs and action rhymes. Their journey of self discovery is exceptionally well promoted by practitioners who have an excellent knowledge of child development and a secure understanding about how young children learn. They make exceptional use of the Birth to three matters framework and High Scope key experiences to guide their planning and make observations of children's progress. This information and practitioner's knowledge of children's individual interests and developmental needs are used to help focus the planning for the next week. Children develop extremely high levels of self assurance and belonging in a stimulating and nurturing environment where their individual needs are truly catered for.

Nursery education

The quality of teaching and learning is outstanding. Children relish their time at nursery and play a dynamic role in their learning. They make rapid strides in their individual development because they are extremely well supported by practitioners who have a secure knowledge of the Foundation Stage curriculum and truly recognise how young children learn most effectively. Children's learning is significantly enhanced because the nursery promotes a very active hands on learning approach, which is embedded in the High Scope philosophy. They thrive from being involved in direct and immediate experiences, which they later reflect on in the 'review' part of the session. Young children begin to construct knowledge that helps them to make sense of their environment. Practitioners are highly effective in their role as they support and guide young children through their active learning adventures and experiences.

The nursery is exceptionally well presented and organised into little workshop areas, which really enhances children's learning. Children help themselves freely to an extensive range of writing tools and materials practising writing for different purposes. For example, they write letters to their friends, note down messages they take on the telephone and chalk on slabs outside. Children show great fascination in the story book, which they explore with practitioners, confidently identifying words that rhyme and making predictions about what they think will

happen next. They compare letters and sounds and become involved in writing with practitioners on the message boards. Consequently, children's early reading and writing skills are extremely well developed. They display exceptionally high levels of independence and self care skills fetching their own aprons and putting these on themselves. Older children help the younger ones to do their aprons up recognising these are quite difficult, showing a caring attitude towards their peers.

Children communicate exceptionally well as part of the review process talking about where they have been playing and what they have been doing. Practitioners discuss this as part of snack time in their individual key work group. They implement a wide range of exciting and inspirational teaching strategies that really capture children's attention and excite them. For example, they use puppets, laminated photographs of different areas and resources within the nursery and objects, such as the telephone, to help promote discussion. Children's imagination is exceptionally well explored and practitioners are highly effective in the way in which they support their imagined experiences helping them to build and extend on their own ideas. Role-play areas are exciting and well-resourced and children have a wonderful time dressing up pretending to be pirates on a Treasure Island, whilst others try washing the practitioner's hair in the hairdresser salon.

Opportunities for children to explore and experiment with different media using all their senses are fantastic. They show exceptional skills freely accessing the extensive range of tools and materials, for example, using knives, scissors and cutters with dough. Children select their own paper, fill their paint trays with the colours they wish to use and enjoy experimenting with colour. Practitioners are highly effective in the way in which they use incidental opportunities to encourage children to solve their own problems. For example, children complain their piece of paper keeps rolling up and will not lie flat. Through the excellent questioning techniques implemented, they recognise that they need to place something heavy on their piece of paper to weigh it down. After much investigating, children fill the trays with a range of objects making it heavy enough to solve their problem. They use good language to describe how the colours change when additional paint is added and compare the thickness of the brushes they use examining how different patterns are formed.

Children have ample opportunities to investigate and explore freely accessing equipment, such as magnifying cubes, magnets and mirrors to explore their surroundings and investigate different materials. They play with torches and hide these under blankets pretending to hide from the pirates on the treasure island. Children show excellent skills in constructing and designing models using scissors, glue sticks and paper and a wide range of construction materials, which they have independent access to across the session. They gain an excellent understanding about time because they are extremely confident with the daily routine and know what happens next. The visual routine is displayed using words and photographs around the room, which helps younger children to become familiar with this. Children plant grass and flowers and learn to take care of these watering them and watching them grow. They observe how tadpoles transform into frogs and how caterpillars grow into butterflies learning about life cycles of different animals. Cooking activities and experiments, such as making ice cubes and watching them melt, help increase children's understanding about time. They collect leaves and twigs outside and make collages from these discussing how the leaves and trees change across the seasons.

Children talk about numbers when writing the date and recognise the different shaped paper as they select it from the creative area. They compare shapes, noticing that an oval is 'like a squashed circle' and enjoy exploring weight and measure using a wide range of objects in

different media, such as sand and water. Children's independent access to a wide range of mathematical resources, including games, puzzles and weighing scales enables them to sort, count, match and develop their understanding of mathematical concepts for themselves. Excellent use is made of the nursery garden and the local environment to enhance children's learning. For example, they investigate mini beasts, explore shapes and numbers in surrounding buildings, collect shells and stones at the beach and enjoy watching the hovercraft arrive from the Isle of Wight.

The structure and routine of the day and use of space and resources is highly effective ensuring children initiate their own experiences and play an active role in their learning. Consequently, all children are extremely motivated, have a positive approach to learning and are fully engrossed in all aspects of the session. They benefit from opportunities to play independently as well as working in large and small groups. For example, they participate in large groups for welcome time, singing, music and dancing sessions. Children work in smaller groups engaged in focused activities and experiences, which are planned for by their individual key workers and pitched at the appropriate level. They thrive because practitioners have an excellent knowledge and understanding of their individual needs and abilities. They recognise and celebrate what children can do helping them to build on this, developing new skills in a safe, secure and stimulating learning environment.

Assessment is rigorous and children's achievements are extremely well recorded. Practitioners use this information exceptionally well, and their knowledge of individual children and interests, to help guide their planning and identify individual learning targets for them. Consequently, children flourish developing at their own rate which ensures they receive effective support and sufficient challenge. They thrive in the exciting and immensely stimulating early years environment where their true potential is fully recognised.

Helping children make a positive contribution

The provision is outstanding.

Children's behaviour is excellent. They show an extremely positive attitude towards one another and support younger children helping them to pour the paint and pack away equipment. Children confidently take on roles within the nursery, such as helping prepare snack, and develop an exceptionally secure sense of belonging. They arrive confidently hanging their coats on their individually named pegs and come running in to practitioners for a cuddle, displaying extremely secure and trusting relationships. Children fetch sand timers when solving problems around sharing resources and play exceptionally well with their peers. They understand why it is important to be kind to one another and this is significantly enhanced because practitioners are exceptionally effective in the way in which they manage children's unwanted behaviour. Children are encouraged to talk about how they feel and are supported in trying to work out the feelings of their peers when they are hurt or become unhappy. All children, including the babies, show exceptionally high levels of confidence and are extremely self assured. They begin to learn their capabilities and confidently seek reassurance and support from practitioners when they feel they need to. Their self esteem is extremely high because practitioners value and celebrate every child's individual achievements. All children are extremely settled in the nursery environment and display high levels of belonging, initiating their own experiences and exploring their surroundings. They flourish during the time they spend at nursery because practitioners support them exceptionally well enabling them to become autonomous and competent learners.

All children are valued as being special and their individual needs are fully met because the nursery promotes a fully inclusive environment where every child matters. Practitioners work

exceptionally well with parents and outside agencies, where appropriate, to ensure children's individual needs are fully supported. Children have wonderful opportunities to learn about themselves and their families, their local community and the world around them. This takes place through discussions with practitioners, use of stories and resources reflecting a diversity of culture, ethnicity, gender and disability. Children's home language and family cultures are valued and shared and parents are encouraged to play an active role in this. Children begin to understand that people have different cultures and beliefs and celebrate a range of festivals and special events. They talk about how children living in Africa eat and wash, where they sleep and who they live with. This promotes much discussion around different family units, climates and clothes people wear. Children talk excitedly about wearing their pyjamas to nursery raising money for Children in Need and begin to gain an understanding about those less fortunate than themselves as they fill shoe boxes with toys and items for children at Christmas. Consequently, children's awareness of diversity is exceptionally well promoted and their spiritual, moral, social and cultural development is fostered.

All children benefit immensely from the superb partnerships between practitioners and their parents. Procedures to settle children into nursery and to ensure a smooth and successful transition are exceptional. Extensive information is shared between practitioners and parents, both formally and informally, such as details about babies' routines. Practitioners are highly effective in the way in which they recognise parents' anxiety when leaving their child for the first time. They are extremely effective in their flexible approach, the support they offer to the family as a whole and the way in which they implement consistent routines between home and nursery. Parents are exceptionally well informed about their child's day, through informal discussion and the use of daily diary sheets. For example, information about times babies sleep, what they have eaten; nappy changes and experiences they have been involved in are included. All parents are fully involved in their child's planning and assessment, ensuring children's individual needs are fully met and they achieve their individual potential.

Parents speak extremely highly of practitioners and value the way in which they enrich their child's early years experiences and prepare them for school. The nursery place high importance of establishing and maintaining secure relationships, links between home and the nursery and offer support to the whole family. This is achieved through a variety of ways, including parenting courses and workshops, planning social events and fundraising activities and inviting parents to share in their child's experiences during sessions. All courses and meetings are evaluated and management act on suggestions made. For example, a course for dads has been introduced following the request from a number of parents and they receive wonderful resources from nursery to help support their child's development in the home. Consequently, strong relationships are formed between parents and practitioners, which helps children to settle and become increasingly self assured.

The partnerships with parents of children who receive nursery education are outstanding. Parents receive detailed information about the Foundation Stage curriculum and how this fits in with the key experiences of High Scope. Information is included in the parent welcome pack helping parents to recognise the links between play and their child's development and this is enhanced through the implementation of parent workshops. Practitioners provide training for parents enabling them to recognise how their child learns and develops through play experiences. Parents receive newsletters every month highlighting special events, sharing success, advising of any visitors to the nursery and general information about activities ahead. Each unit within the nursery has a designated page and practitioners suggest home link activities encouraging parents to share a 'hands on' learning experience with their child. Information about children's individual progress and achievements is exceptionally well shared through a variety of ways,

Consultation meetings each term provide opportunities for parents to speak with their child's key worker and view their assessment records. Parents are invited to contribute to these sharing their knowledge about what their child can do at home. Individual learning targets are discussed and agreed and practitioners make suggestions about how parents can try and support the development of these. Parents are invited to contribute to the planning of activities and experiences sharing information about their child's particular interests and things that are happening at home. The nursery promotes excellent links between home and the setting. Consequently, parents are really encouraged to fully contribute to their child's learning, which ultimately has a positive impact on children's development.

Organisation

The organisation is outstanding.

Children's care and learning is significantly enhanced because management and practitioners share the same vision and work exceptionally well as team to ensure this is fulfilled. Clear roles and responsibilities are defined and excellent systems are in place to ensure effective communication, including regular team meetings and weekly management meetings. Children benefit immensely because practitioners are qualified and have a clear understanding of early years practice, enabling them to promote outstanding outcomes for children. Robust and rigorous recruitment, vetting and induction procedures ensure children are fully protected and cared for by staff who are suitable to do so. As a result, the setting meets the needs of the range of children for whom it provides. High attention is paid to monitoring staff performance and development on an ongoing basis and this is achieved in a number of ways. The comprehensive induction programme includes weekly review meetings where targets are set and practice assessed. All staff receive a formal review every three months, providing them with opportunities to celebrate their successes and identify individual targets to be worked towards. Excellent opportunities are provided for practitioners to update their skills and knowledge through regular in-house and external training programmes.

Children's health, safety and well-being are exceptionally well promoted because all practitioners have an excellent knowledge of the policies and procedures and implement these to a consistently high standard across the nursery. Highly effective systems are in place to ensure policies and procedures are regularly reviewed and updated and reflect actual practice in line with new legislation and requirements. Detailed records are held on all staff and confidentiality is maintained across the nursery. Leadership and management are outstanding. Management recognise and value the wonderful strengths within the nursery and continue to evaluate the nursery as a whole identifying where improvements can be made. Targets are set and action plans developed, both short and long term, ensuring the impact of any changes are continually evaluated and monitored. Children's learning is significantly enhanced because teaching is rooted in an exceptionally secure knowledge of the Foundation Stage curriculum and the High Scope model. All practitioners play an active role in planning and assessing their individual group of children and highly effective systems are in place to monitor this and evaluate the impact on children's individual progress.

Practitioner's benefit enormously because they are managed and influenced by a dynamic nursery owner who is a qualified early years teacher and an endorsed High Scope trainer. They receive outstanding support from the qualified and experienced nursery manager, who truly recognises and values each practitioner's strengths and enables them to develop, both personally and professionally, through the role they play within the nursery. She influences practice on a daily basis, working alongside them, supporting new staff and playing an extremely active role in their induction process. Her dedication and commitment to role as manager is truly inspiring

and the passion she shares for her work is embedded in her practice. The knowledge and expertise from management enables practitioners to share their enthusiasm and passion for the role they play in children's early years. Consequently, all practitioners show real dedication and commitment to their role, enabling them to provide a truly wonderful early learning experience for every child who attends Leapfrog Neighbourhood Nursery.

Improvements since the last inspection

This part of the nursery has not been inspected since the transitional inspection in July 2002. This is because the building was closed for refurbishment and did not re-open for nursery sessions until December 2006. This is the first nursery education inspection the group have received.

Complaints since the last inspection

Since 1 April 2004 there have been no complaints made to Ofsted that required the provider or Ofsted to take any action 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 outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

No recommendations for improvement are made because the quality and standards of care are outstanding.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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