

Leapfrog Day Nursery - Excel

Inspection report for early years provision

Unique Reference Number	EY222547
Inspection date	18 February 2008
Inspector	Amanda Jane Gray
Setting Address	Royal Victoria Docks, London, E16 1XL
Telephone number	0207 474 7487
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Registered person	Leapfrog Day Nurseries (Trading) 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 - Excel is part of a nursery chain run by Busy Bees Ltd. It opened in 2002 and operates from three separate children's areas, each of these is divided into 3 separate rooms. It is a purpose built nursery and is situated in the surrounding area of the Excel exhibition Centre. A maximum of 107 children may attend the nursery at any one time. The nursery is open each weekday from 07:00 to 19:00 all year round. All children share access to a secure enclosed outdoor play area.

There are currently 150 children on roll aged from birth to 5 years on roll, of these 30 children receive funding for nursery education. Children attending are from the local and surrounding areas. The nursery currently supports a number of children who speak English as an additional language.

The nursery employs 25 staff of which 15, including the manager hold appropriate early years qualifications and seven are currently working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is promoted well through effective procedures and staff's good hygiene practices. Children benefit from playing in a clean environment, with well-maintained toys and equipment. Children are encouraged to follow good hygiene routines such as washing their hands before eating and after visiting the toilet.

Children are given appropriate care if there is an accident as sufficient staff hold current first aid certificates. If a child becomes unwell at the nursery there are good procedures in place to ensure they are well looked after and to protect children from cross-infection.

Children have their individual needs met because the staff request information from parents and carers on their child's dietary needs, requirements and allergies. Children are provided with nutritional meals and snacks and benefit from the constant availability of drinking water. They learn about healthy eating through meal times, discussion and planned topics.

Younger children are developing their independence physically and emotionally. They are active and are becoming increasingly independent, acquiring control over their bodies and new physical skills. They are learning to express their needs and are beginning to meet those needs independently for example, by being able to use the toilet by themselves and helping to tidy away toys at the end of a session. As they grow the children become more aware of their own bodies and develop an awareness of others and their needs.

All children have access to lots of physical play daily, which provides lots of opportunities for them to develop their physical skills and to exercise both indoors and outdoors in the fresh air. The children use a good range of toys, equipment and tools that provide appropriate challenges. They benefit from the extensive range of outdoor equipment and are developing a positive attitude towards physical exercise and a growing awareness of how it can help them to stay healthy.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children learn to keep themselves safe in the welcoming setting where they are able to freely move around the learning environment across the session. However, the ongoing heating problem is having a detrimental effect on children's health, as it is too cold. Practitioners are vigilant about children's safety and ensure this by the effective implementation of thorough daily risk assessments and suitably detailed health and safety policies and procedures across the provision. However, they must ensure that children have no access to the portable heating systems they currently have in place as they potentially pose a hazard to young children burning themselves.

Children are well protected because practitioners have an in-depth knowledge of child protection issues, recognise their role and responsibilities and know how to implement their own and local child protection procedures. The recording of all staff, children and visitors to and from the nursery, detailed policies for the collection and non-collection of children and arrangements for recording pre-existing injuries contribute to ensuring children are safeguarded from harm.

Children benefit from the well-organised and vibrant learning environment and a good range of equipment and resources is available, suitable for the ages of children attending. However, the current plumbing situation has resulted in a lack of hot water for older children to wash their hands. Although the nursery has provided mobile sink units there is currently not enough provision for all of the children attending. Effective procedures are in place to ensure equipment is safe and well maintained. Children access their own resources independently across the provision, which helps to develop and sustain good levels of independence.

Helping children achieve well and enjoy what they do

The provision is good.

Staff plan and provide a wide range of stimulating and interesting activities, helping children to progress well through all areas of their development. Children are excited and involved in their play and receive a good balance between adult-directed and child-led activities. Their independence is encouraged and they choose whether to play in the home corner, with construction, paint or sand, look at books or sit at tables to participate in focused activities with adults. Staff use their experience and skilfully judge when to intervene and support the children's play. For example, staff allow children time to explore and attempt to put together and complete different puzzles before offering help if necessary. Staff talk and listen to children, helping to build positive relationships and develop the children's confidence and self-esteem.

The baby area is nurturing and staff respond well to children's individual needs. Activities provide good stimulation and ample opportunities for their all round development. The staff meet on a regular basis to ensure the planning is in place and is organised to incorporate information gained through observations to support children's learning. Staff have a comprehensive knowledge and understanding of the 'Birth to three matters' framework to support the planning of activities for young children.

Nursery Education.

The quality of teaching and learning is good. Strong relationships between the children and staff, and a consistent routine, supports children as they settle into the pre-school routine and develop a sense of belonging. As a result, children are keen to embark on their play, work collaboratively with their peers and develop their concentration. Children speak openly and confidently. They receive regular opportunities to sing rhymes and are keen to participate in story time, recalling past events and sharing what they know. Children receive excellent opportunities to write for different purposes within their role play. For example, children write lists for shopping and leave telephone messages on the notepad. Older, more able children are beginning to write correctly formed letters and are able to write their names in full. Children receive good opportunities to recognise their names as they self-register upon arrival and find their name at snack time.

Many children count reliably up to 10 and beyond and they receive lots of opportunities to participate in incidental counting. However, there are presently limited opportunities for children to experience shape, shape or measure. Children receive good opportunities to explore with their senses and have regular access to a range of malleable materials, for example play dough is provided with a variety of tools and materials to extend children's imagination. Regular access to information and communication technology (ICT) and toys that enable the children to operate a range of different equipment is limited. The celebrations of festivals from around the world provide children with opportunities to learn about other cultures, beliefs and traditions.

Staff continue to develop their knowledge and understanding of the Foundation Stage curriculum and endeavour to ensure all children receive a full programme of good quality education. Curriculum planning is prepared in advance and systems are in place to ensure that older and more able children are sufficiently challenged in the activities they select. Staff provide a range of purposeful activities that provide opportunities for teaching both inside and outdoors. Opportunities for children to engage in activities that they can initiate themselves with appropriate intervention by staff are good. Consequently, children are consistently engaged in the learning process, helping them to make progress along the stepping stones. Opportunities to arouse children's thinking are promoted as staff use good questioning techniques that stimulate the children's interests and enables them to build on what they already know.

Helping children make a positive contribution

The provision is good.

Children are valued as individuals, treated with respect and encouraged to show kindness and respect to one another. Children learn about differences in lifestyle, culture, belief, tradition and the wider world through the celebration of festivals from around the world. In addition, children have access to a range of resources that reflect diversity in a positive way, these include books, dolls and puzzles. Children's spiritual, moral, social and cultural development is fostered.

Staff create a positive environment and consistently use praise and encouragement to promote good behaviour. Children learn to share and take turns, and children are recognised for their individual achievements. Staff sit with young children to interact and support their play.

Partnership with parents and carers is good. Parents are welcomed into the nursery at any time and information is shared through informal daily discussion. The parents of children who receive nursery education benefit from a two-way sharing of information between parents and staff to enhance their children's learning. In addition, the nursery has recently introduced a parent liaison. This is effective in ensuring parents are involved in the running of the service and also ensures that new parents are empowered; as they are assigned a mentor from the body of existing parents whom they can speak to or get information from.

Organisation

The organisation is good.

Children are settled and well cared for by qualified staff who use their skills to provide stimulating and interesting activities. There are effective procedures in place for the recruitment and vetting of staff, with good contingency arrangements to ensure staffing ratios are maintained at all times. Staff deployment is good, and staff work with children in small groups. Staff training needs are identified through regular meetings and designated staff have specific roles of responsibility.

Staff effectively organise the play rooms with good consideration given to the suitability of toys and resources. They provide a warm and welcoming environment for children to learn and develop. There are many written policies and procedures for the effective management of the setting.

Leadership and management of funded children is good. There is a commitment to improving the care and education for all children. But currently management do not effectively monitor and evaluate activities to ensure the children make good progress in their development. Staff work well as a team and are highly motivated showing genuine enthusiasm and love for their

work with the children. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection the setting was asked to complete the following recommendations;

Conduct a risk assessment of the portable air conditioning system, and protect children from any identified hazards; ensure that the complaint procedure is included in the parents' pack; include the child protection procedure in the parents' pack and assess the risks to children in relation to training of staff so that they have an understanding of health and safety requirements for the environment in which they work.

All of the recommendations have been addressed and the setting now has a health and safety coordinator who ensures that health and safety issues are brought to the staff team's attention within team meetings and that all issues are addressed appropriately. This is having a positive impact on children's welfare.

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 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 that rooms are maintained at an adequate temperature at all times
- ensure that there is one wash hand basin with hot and cold water available for every 10 children over the age of two years at all times
- take steps to ensure hazards to children on the premises are minimised, in relation to the mobile hot radiators

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):

- extend the opportunities for children to explore space, shape and measure within their daily routines.
- provide additional opportunities and activities for children to experience information and communication technology (ICT)
- devise and implement a system to monitor and evaluate the effectiveness of the nursery education being provided

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