

# Leapfrog Day Nursery - Bristol, Emersons Green

Inspection report for early years provision

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<b>Unique Reference Number</b>	136018
<b>Inspection date</b>	15 January 2008
<b>Inspector</b>	Kay Roberts
<b>Setting Address</b>	St. Lukes Close, Emersons Green, Bristol, Avon, BS16 7AL
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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 satisfactory. 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 April 2000. It operates from a purpose built, two-storey nursery located in the middle of a large housing and community development in Emersons Green. It has easy road links to the ring road leading to the M32 motorway. The nursery is divided into three separate areas according to the age of children and each area has a number of rooms and separate bathroom facilities. The provision opens five days a week all year round, including public holidays for existing parents. Opening times are from 07.00 to 19.00 hours. Registration is for a maximum of 105 children under five years and currently there are 127 children on roll. This includes 38 funded three year olds and 13 funded four year olds. The nursery caters for children with English as an additional language and those who have physical disabilities. There are a total of 25 staff, of whom 19 hold a relevant child care qualification. A teacher advisor from South Gloucestershire provides support on the education programme.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is satisfactory.

Children's health is suitably promoted. They play in a clean environment and in the rooms occupied by babies adults do not wear outdoor shoes. The risk of infection is reduced as the policy for excluding children who are sick is shared with parents and carers, who are also alerted to infections within the setting. Generally staff follow hygienic procedures, for example providing clean bedding each time babies and young children require a sleep. From a young age children learn the importance of hygiene through the daily routine as their noses are wiped with a tissue and they wash their hands in soapy water prior to touching food, but there is a risk of cross infection as all babies use one towel. As children get older they are independent in washing their hands as everything is placed at child height and photographs displayed in the bathroom remind children of the hand washing routine. Children understand that they must wash their hands otherwise germs will make them 'poorly'. There are safe procedures for managing both accidents and medication so that children's welfare is promoted.

Babies and children eat varied, healthy meals and snacks which are prepared on site from fresh ingredients. Meal times for most children are a social occasion as they sit in small groups with a member of staff. Babies sit opposite staff whilst they patiently wait to be fed, but interaction is minimal. From a young age babies begin to develop independence as they hold a spoon so that by the age of two years children begin to serve themselves from the large dishes and pre-school children butter and place the filling in their own bread rolls at tea time. Staff help children to understand about the needs of the body and explain that food will give them energy to play. Pre-school children know which foods are healthy and those which should be eaten as a treat. Children recognise when they are thirsty, and as they come back into nursery after running around outside, help themselves to their clearly distinguishable bottles of water.

Most children have daily opportunities to be outdoors, but it is rare for babies. Children between the age of one and three years are able to choose whether they play in or outside as the doors are left open. Children are protected from the elements. In summer sun screen is applied and they do not go out during the hottest part of the day. During the winter months children wrap up warm and two year olds are sheltered in the tent, where they draw and listen to stories, when it rains. Children participate in a range of activities which are varied on a rota basis. Staff recognise the possibility of developing the garden further to enhance children's learning. Pre-school children enjoy splashing in a small puddle and standing under a dripping pipe so that their hair gets wet. They develop large muscle skills as they participate in games organised by themselves and staff, such as, 'What time is it Mr Wolf'. Indoors they continue to take exercise as they participate in a game of musical bumps and more able children quickly respond to the music stopping. Some children use their imagination and pretend to be a ballerina, arms held high in the air as they twirl around in tight circles. Some children also participate in 'Stretch and Grow', at an additional cost to their parents, where they use each part of their body to move at different speeds and stretch in various directions, as they listen to a story about a penguin. Babies are provided with the space to crawl and develop strength in their legs as they pull themselves up and walk around with the support of appropriate equipment. Babies and children do not get over tired as they have opportunities for relaxation and staff follow babies' home routines for sleep. They quickly fall asleep, in a separate darkened room away from the main play area so are not disturbed by their peers, as staff stroke their backs.

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

The provision is satisfactory.

Children are relaxed in premises which are suitably decorated and maintained. The nursery is inviting with well presented displays of children's art work and photographs, some of which are placed at child height. In rooms for younger children nursery rhymes play quietly in the background, but there are no cosy corners. Rooms are organised both according to the types of activity and age of children so that activities can be geared to an appropriate level and babies are safer. Furniture is organised so that children have freedom of movement and as activities are placed in clearly defined areas, those engaged in play are not disturbed by their peers. As coat hooks are at child height, and bathroom fittings specifically for children, opportunities for children to be independent are maximised. Children make informed decisions about the range of clean safe, toys they wish to play with as resources are placed in drawers clearly labelled with both pictures and words. The colourful toys for young babies are placed on the floor, but the range is limited, in particular access to natural materials and books. Children also benefit from having access to three separate outdoor areas, so that they do not have to wait for other children to come indoors before they can go outside.

Premises are secure so that children do not leave unnoticed. There are safe procedures in place so that children are only released to authorised adults and are protected from people who have not been vetted. The risk of children having an accident is reduced as the regularly reviewed risk assessments are readily available to staff. On a daily basis staff check all areas accessible to children, using a tick sheet to ensure nothing is forgotten, so that there are no potential hazards. There are systems in place for reviewing accidents, and water temperature and first aid boxes are regularly monitored. Staff are vigilant, and when children place themselves or others at risk, quickly intervene. As staff explain why it is dangerous to throw sand children begin to understand how to stay safe. This is further reinforced as they learn about road safety on 'Beep, Beep' day. Children know that it is dangerous to walk on train tracks. A visit from the local fire brigade helps to develop an appreciation of fire safety and, provides children with an opportunity to explore the fire engine and water hoses. In the event of a fire children know how to evacuate the premises safely as they practise the emergency evacuation procedure on a monthly basis. Children are further protected as staff are knowledgeable about local safeguarding procedures.

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

The provision is satisfactory.

Babies new to the provision have some emotional security as staff follow their home routine, but this is undermined as the key person system is not effective. There is an effective planning cycle based on babies' and children's next stage of development, but this is compromised for those under a year, due to the limited interaction with staff. Babies are beginning to socialise as they watch their peers and look out of window to watch other children play. Communication is not actively promoted as staff do not acknowledge babies' sounds or engage in conversation. When settling down to sleep babies vocalise as staff stroke their backs. Babies are alert to their senses and listen to the sound of the shakers as they move them around. When they hear a new sound they turn their head. Babies stretch out their arms to staff to show they wish to be picked up and occasionally staff oblige and babies nestle in. Babies confidently move around and explore resources by mouthing. Some babies press the buttons on a toy and watch the response as a ball spins round. Having learnt how to operate the toy they repeat the exercise.

Babies over a year are emotionally secure in the relaxed relationship with staff and effective key person system. They enjoy snuggling in as they listen to stories and show some understanding of animals, pointing to a duck they say, 'quack, quack'. Other babies use fine muscle skills to lift the flaps in the books to reveal the pictures underneath. Babies are confident and communicate using jargon, and are able to make their wants and needs understood. Language is encouraged as staff introduce children to new words and they try to copy. As children listen to staff sing action rhymes they begin to join in with some of the words and actions. Pencil control is used as children mark make with chalks and chunky crayons. As they do so staff extend their learning by naming the colours they are using. Staff follow through on babies' interests so they are motivated to learn. Young children show an interest in feeling the texture of the sand and glitter as it runs through their fingers. By adding water staff enable babies to see how things change, as they stir up the sand and water with a wooden spoon. One baby is so impressed they say 'wow' a number of times. They explore items from the treasure basket and show an appreciation of tools as they bang one item against another. Young children are beginning to develop problem solving skills, with the support of staff, as they place wooden pieces of jigsaw puzzle into the correct slot. Staff facilitate children's independence as they seek to learn how to put on a jacket and then take it off again. Staff are alert to babies' needs and when tired, offer a cuddle.

Children between the age of two and three years are curious. Interested in what is inside a small bag they look and gently poke the disposable gloves with a spoon. The time and opportunities are provided so that children develop independence and as they serve themselves food at meal times develop co-ordination. Children squeeze the play dough with their hands. Staff set an example and encourage children to roll the dough with a rolling pin and as they do so praise their achievements so they are keen to continue. When children poke the dough with their fingers, staff offer the suggestion that they could also make hand prints. Children develop confidence knowing they are all valued and included. When one child decides to paint, this activity is placed on the table with other children, so that they have more opportunities to socialise. As they use pencil control to mark make, children name the colours they are using. Other children use fine muscle skills to apply glue to paper using a spatula and then add glitter. They show very good concentration as they complete 15 piece jigsaw puzzles and create glasses from good quality construction materials. Children use their imagination as they pretend to operate a computer key board and talk to their parents on the telephone. Some children are hairdressers and pretend to cut the hair of a member of staff. As children move toy cars around the room they comment that they are going to the sea-side. Other children then add their comments, that they need to hide from a monster, it then becomes a chocolate monster and one child decides to visit the house of the chocolate monster. The constant gentle interaction between staff and children promotes language well. Children who will transfer to the pre-school section of the nursery in the next few months spend part of the day as a separate group, and staff managing this group work with both Birth to three matters and the Foundation Stage to monitor children's progress and plan for their next steps in learning. Parents comment positively about this grouping which facilitates an easier transition for children when they transfer to the pre-school area of the nursery, due to the improved concentration, close friendships with their peers and knowing their key worker.

### Nursery education

The quality of teaching and learning is good. Although some staff are new to the Foundation Stage they have been given good support from the leader and a teacher advisor from the local authority, so that overall staff understand how to consistently implement the education programme. Children's progress is monitored against the South Gloucestershire Stepping Stones

document which links directly to the Foundation Stage and there is an effective planning cycle based on children's next steps in learning.

Children are very social and initiate group games. Several children work together to create a hutch from good quality construction for some pretend rabbits. Children confidently chat to staff about what they have made and staff praise their achievements, so they are keen to continue. Children use their imagination and pretend to wrap up presents for a friend, then later work together to create a hotel from chairs and a large plastic mat. Some children sing 'Happy Birthday' to their friends without adult intervention. They knock on the window of the toddler's room and wave to them. When completing a complex puzzle children ask staff for assistance, although this may not be required if children had a picture of the completed puzzle to follow. Children are curious and study objects through a magnifying glass, more able children recognising that a magnifying glass makes things bigger. They are keen to chat to everyone, and wish to show people how one magnifying glass with hinges can be moved into different positions and then folded away. Children recognise that a large magnet sticks to the metal table legs, and understand that this happens because the table legs are magnetic. They are good conversationalists and chat about life outside the pre-school. More able children display a sense of humour and pretend that grated cheese is slugs! Social skills are further encouraged as staff ask children to join in with the song 'The Wheels on the Bus', which they create by placing chairs in pairs. Children make decisions about where they want the bus to go and what people are on the bus. More able children confidently explain to the group the rules for the game 'Musical Bumps'.

Children recognise which way up writing should be and show a respect for books. Children are absorbed as they listen to stories, oblivious of the few children laughing as they continue to play. Children understand that print has meaning as it is displayed around the room and when talking to children, staff point out what words say. More able children are able to write their own name. Children become absorbed in an imaginary world as they organise furniture and dolls in a play house, chatting to themselves as they do so. They recognise the primary colours and name simple two dimensional shapes. Children count beyond 10 and show an awareness of size as they compare their cakes at tea time. They know how to operate simple computer programmes as they draw pictures using the mouse. Children are given the time and opportunity to be independent, although occasionally adult assistance is required. Time is well organised so that children are not rushed to complete an activity, and do not lose interest. Children make good progress, are happy and settled at nursery.

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

The provision is satisfactory.

Children's social, moral, spiritual and cultural development is fostered. All children are welcomed and valued by staff who respect their individuality. Individual needs are sensitively met by most staff, although this is less effective with babies under a year as the primary focus is on their physical, rather than psychological needs. Children develop confidence as they are praised for their achievements, staff listen to what children say and respond to their interests. They have a sense of belonging as their well presented art work and photographs are displayed. Children respond to the adults proactive approach to behaviour management and are well behaved. They are polite and keen to assist staff in carrying tissues outdoors, and bringing in the outdoor toys. They show a respect for the environment by tidying away toys prior to tea and afterwards help to sweep up the floor. On Environment Day children learn a little about the importance of conserving water.

Children learn a respect for nature as they hunt for bugs in the garden and care for the African land snails. They begin to understand life cycles as they watch tadpoles change into frogs and learn about the human life cycle as they study photographs. Children develop a positive attitude to difference as they play with readily accessible resources reflecting positive images of diversity and see signs in a number of languages. Staff at the nursery organise activities based on cultural days so that children begin to understand that there are different cultures. On Australia day children have an opportunity to experience the jungle in the creative areas of the nursery as they dress in shorts, and look at a range of bugs. Occasionally children visit shops and the library, so they begin to understand the local community.

The partnership with parents is good. Parents are encouraged to discuss their knowledge of children's interests and any new achievements children accomplish at home, but as yet there is no formalised system for recording this information. Parents are able to view children's well presented 'Birth to Five' records at any time and are asked to contribute children's photographs. Twice a year parents meet with their child's key person to review progress. Children's learning is enhanced as parents share their skills and knowledge with children. For example, one parent who is a doctor explained how syringes work, gave children an opportunity to listen to their heart through a stethoscope and talked about what they would do if they felt ill. Another parent shared their customs relating to St Nicholas. Parents are verbally updated about their child's day and there is a written record for babies. Children are emotionally secure in the relaxed relationship between parents and staff. Parents comment positively about the polite welcoming staff, good communication and the reassurance provided by the CCTV camera. If they leave their child upset in the room, by the time they view the monitor in reception, children are happily engaged in play.

## **Organisation**

The organisation is satisfactory.

The provider meets the needs of the children for whom they provide. There are rigorous recruitment procedures to ensure that staff are suitable to work with children and ongoing suitability is checked via annual appraisal. The thorough induction should ensure that staff are clear about their role and responsibilities, and most are. Staff meetings are used as a basis for ensuring consistency and discussion focused on improvements for the future. For example, as a result of children transferring from one age group to another, a small room has been introduced to work with children on more focussed activities for a three months prior to transferring to the pre-school section of the nursery, and this has worked well. Most staff are enthusiastic about their work with children and the leader with overall responsibility for children from two to three years has many ideas she wishes to implement in the future, for example, further development of the home corner and outside play area. Ratios relating to qualified and unqualified staff and adults to children are met, but the person with overall responsibility for the baby unit on the day of inspection was not sufficiently experienced. The high number of staff changes and poor key person system, impacts on the quality of care babies receive. Keen to extend practice staff have undertaken much further training on a wide range of subjects since the last inspection, such as, behaviour management, health and safety, child protection, inclusive environments and the Foundation Stage. The nursery provides space for physical development, play and relaxation. There is an effective planning cycle so that children make sound progress. Documentation is well organised, confidentially maintained and where appropriate shared with parents. Paperwork complies with both regulatory requirements and the National Standards so that children's health, safety and welfare are promoted.

Leadership and management are good as there is a close working partnership. Both the appropriately qualified experienced and enthusiastic about improving the quality of nursery education. They have identified a number of weaknesses and have sought to address these by implementing an effective planning cycle and strongly focussing on working in key groups which are now organised according to age, so that small group activities are more focussed towards the ability of the children. The importance of working with parents to establish children's starting points when they commence the Foundation Stage and any new skills learnt at home are informally shared with staff, but the significance of further involving parents in the education programme has not been recognised. The leader provides a good example for staff and has organised training relating to observation. Future plans include development of the garden area and providing more adventurous activities for children.

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

At the last care inspection in 2004 the provider agreed to meet four recommendations. Since the inspection the area for young babies has been reorganised to facilitate a separate sleep area, so that they can now sleep peacefully in a darkened room away from those who are engaged in play. Children now have more access to toys and puzzles which provide positive images of diversity as new resources have been purchased. Signs around the premises are written in a number of languages so that children begin to understand that there are differences in written communication. Children learn about the cultures of others as they participate in many cultural festivals, such as, Diwali and Chinese New Year. More general additional resources have also been purchased and a rota system is in place to ensure that children are able to regularly access all age appropriate resources. A sofa has been purchased for the baby room to assist babies' mobility. The final recommendation related to the outside area, which has now been safe for babies to use as a soft play surface has been laid, although it is still not used on a frequent basis during wet or cold weather.

The last education inspection was also in 2004 and required the provider to meet three key issues. The first key issue related to mathematics. Children now have regular opportunities to count through the day and count the number of objects on a page in a book, without being asked to do so by staff. In order to meet the second key issue staff have developed a more effective planning cycle based on children's next steps in learning and regularly monitor children's progress. Reference books are used as a way of providing visual elements to reinforce learning. The final key issue has been met by providing a number of objects, such as, magnifying glasses and magnets for children to explore and investigate.

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

Since the last inspection 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.



## 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 satisfactory. 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 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):

- review and improve the range of resources, particularly for babies and ensure there is sufficient to meet the needs of all children
- continue to develop the outdoor area so that it provides a valuable learning experience for all babies and children
- improve consistency of care by minimising staff changes and ensuring there is an effective key person system throughout the nursery, particularly for babies
- ensure that at least half the staff caring for babies have received training in this specific area and the person in charge of the baby room has suitable experience of working with children under two years

#### 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):

- continue to develop the partnership with parents by formalising systems so that parents share what they know about their children and are aware of how they can continue children's learning at home.

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](http://www.ofsted.gov.uk)