

Leapfrog Day Nursery - Milton Keynes

Inspection report for early years provision

Unique Reference Number	EY307524
Inspection date	12 September 2007
Inspector	Sylvia Crawford
Setting Address	11 Duckworth Court, Oldbrook, Milton Keynes, Buckinghamshire, MK6 2RX
Telephone number	01908 231 475
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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 satisfactory.

WHAT SORT OF SETTING IS IT?

The nursery opened in 2001 and was re-registered in 2004 as part of the Leapfrog Day Nurseries chain. It operates from a purpose built property with three baby rooms, two toddler rooms and two pre-school rooms. The nursery is located on Oldbrook, Milton Keynes and serves children living in both the local and wider catchment areas.

A maximum of 100 children may attend the nursery at any one time. The nursery opens five days a week all year round. It is open from 07:30 until 18:30 except on bank holidays. All children share access to secure, enclosed outdoor play areas.

There are currently 135 children from six weeks to five years on roll. This includes 41 three-year-olds and one four-year-old, who are in receipt of funding for early education. Children attend for a variety of sessions. The group supports children who have learning difficulties and/or disabilities and those who speak English as an additional language.

The nursery employs 37 members of staff. Of these, 17 have early years qualifications and two members of staff are currently working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children thrive because staff follow effective procedures and practices, which meet the children's physical, nutritional and health needs. They learn the importance of good personal hygiene as they wash their hands after using the toilet and before eating lunch. However, staff do not consistently prompt older children to wash their hands before eating snacks. Staff support less independent children during toileting and hand washing procedures and encourage those who are more able to manage their own routines. Consequently, children are becoming increasingly independent in their personal hygiene from an early age. Children's general health benefits as staff maintain appropriate hygiene standards within the nursery. Nappy changing routines are good as staff always use gloves and aprons, and wipe down changing mats after use. These effective procedures contribute well to minimising the risk of infection amongst children.

Suitable and accessible first aid resources are in place within the nursery and a number of staff have first aid certificates. Procedures for administering medicines are clear. Written parental agreements are in place and, records of accidents and of any medication that staff administer are kept. This good practice ensures that children receive the appropriate treatment if they are unwell or injured.

Children develop their physical skills in daily indoor and outdoor experiences. They have well planned outside play in the garden area where there is a good range of resources. This gives them opportunity to engage in physical activity, and get plenty of fresh air, both of which contribute to their good health. Children also have the opportunity to use the inside soft play area which enables them to enjoy physical exercise in adverse weather conditions.

Children's meals and snacks are nutritious and varied. They enjoy home cooked meals each day and at snack time children select from a variety of fruit. This helps to promote children's health and physical growth. There are clear systems in place to protect children with special dietary needs and to ensure food is safe for them to eat. Children are encouraged to develop healthy eating habits through topics such as 'being healthy'. Consequently, older children are beginning to learn which foods are good for them. Children's independence is supported and encouraged by staff, for example, older children serve out their own lunch and use age appropriate utensils. Children receive regular fluids during the day to ensure they are not thirsty.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in premises that are welcoming, secure and child-orientated. Rooms are bright and very well decorated with children's artwork on display in all areas. This contributes to children's sense of achievement. Children use the areas available to them confidently and are able to select from a wide range of good quality toys and equipment. Resources are suitable and sufficient for the age and developmental stage of children in the nursery and staff check them regularly to ensure that they remain safe and are stored appropriately.

Risks of accidental injury to children is minimised because staff are vigilant and use regular risk assessments to reduce potential hazards. Staff have a good understanding of how to achieve a balance between freedom and setting safe limits. This allows children to learn some sense of danger, for example, they are asked to walk and not run when in the rooms. Children practise

fire drills regularly and have a good understanding of what to do in an emergency. There is an extremely secure procedure in place for children's arrival and departure from the setting.

Senior staff have all completed child protection training and have a sound knowledge of what to do if there are concerns about a child. The nursery has a designated child protection co-ordinator who is known to all staff. However, not all staff have a good understanding and knowledge of child protection issues. The company policy regarding child protection is made very clear to parents through the welcome pack.

Helping children achieve well and enjoy what they do

The provision is good.

Staff have a high regard for the wellbeing of all children, giving good levels of individual support, care and concern. Consequently, children form good relationships with the adults and other children within the group and play happily together. Staff are skilled at settling in new children and reassuring parents; they are attentive to individual care needs and are supportive of children who are having difficulty in settling and may be distressed. Staff demonstrate a very caring and nurturing approach with all children, which contributes to their sense of belonging. Staff make good use of the Birth to three matters framework to ensure that the needs of younger children are met. Consequently, children are well cared for in a warm and inviting environment with staff giving lots of cuddles and encouragement.

Children are familiar with the daily routine and they are learning to concentrate and persevere with the support and encouragement of staff. Children are developing their independence skills, for example, as younger children put on their own coats and older children cut up their own food. All children enjoy singing and action songs, this gives them confidence and supports their learning. Children sit quietly when appropriate and listen to stories with enjoyment. Children are learning to distinguish between right and wrong, and, are taking turns and sharing. Staff use every opportunity to extend children's language, consequently, children's communication skills improve. Older children talk confidently about their home life and family to staff as well as unfamiliar adults. Children move from room to room within the nursery, as they grow older and progress. However, any move needs to be well planned and meet the individual needs of the children involved.

Nursery Education

The quality of teaching and learning is satisfactory. Staff have a satisfactory knowledge of the Foundation Stage curriculum and an understanding of how children learn and develop. Consequently, children are beginning to make reasonable progress towards the early learning goals. Staff plan well to ensure that children are offered a broad and balanced range of activities that support all aspects of the curriculum. Staff record observations about children's achievements, however, they do not consistently plan the next step in individual children's development.

Children show a sense of belonging as they confidently greet each other and the staff on arrival. They are good listeners and communicators and most are able to speak at group time and answer questions from adults they meet. Children are developing a sense of time and place as they talk about what they have done at home and what they will be doing at nursery today. Children enjoy looking at books in the book corner and handle them with care. They are beginning to develop stronger listening skills as they listen to stories in a large group. Children enjoy using their senses in a variety of ways, including listening to music and singing. In one

room, children are promoted to tidy up by the use of a particular piece of music. They enjoy singing familiar songs and joining in with action songs in the larger group. Older children enjoy the Spanish lessons they have each week with an outside teacher

Children learn to use numbers, to count and understand shape and size through planned activities. However, staff do not always support and extend children's mathematical language spontaneously in everyday activities. They do not offer sufficient opportunities for children to use calculation, for example, when giving out the cups at snack time or when children go out to the garden. As well as a daily mark making table there is good evidence in the wall displays and in the profiles that children enjoy mark making and some are confident about writing their own names. However, there are limited opportunities for them to use mark making in everyday activities. Children are gaining good levels of hand/eye co-ordination through activities that allow them to use tools and smaller pieces of equipment such as scissors and shape cutters. However, staff do not always use opportunities to extend children's learning, for example, when a child sits cutting out a square shape staff do not use this to talk about different shapes or what else is square shaped.

Children are beginning to understand about the world around them. They know that plants need water to grow through activities such as planting seeds. For example, children were able to grow spring onions, pick them and eat them in sandwiches for tea. Children learn about the wider world as they celebrate festivals and play with a good range of resources that depict diversity and promotes positive images. Older children have use of a computer to promote their knowledge of technology; however, younger children do not have this opportunity because their computer has been broken for some time.

Children show good imagination and use role play to practise what they know and to extend communication skills. They have access to a variety of activities that help them develop their creative play and evidence of their hard work can be seen in the bright and colourful displays in corridors and the base rooms. Children know their primary colours and are able to use a variety of textures and mediums, for example, paint, glue, sand and junk modelling. Children have regular everyday opportunities to physical and/or outside play. They have static large play equipment as well as bikes and, sit and ride toys. Staff support children to share, to take turns and respect one another. In the outside play area, they have a friendship circle and this encourages children to be kind to others.

Helping children make a positive contribution

The provision is good.

Children are cared for by staff who know them well and work with parents to meet individual children's needs. Staff are skilled at settling new children and they take positive steps to ensure all children are included fully in the life of the setting. Children are actively encouraged to make choices and take decisions regarding their activities and free play, receiving appropriate support from staff.

Children's awareness of diversity and the wider world is promoted through the provision of positive images, a good range of resources and relevant activities, for example, celebrating festivals. Staff support child with special needs very well and they actively work with outside agencies to promote children's continuity of care.

Children understand responsible behaviour; they know the rules of the nursery and work harmoniously with others. Staff support children to distinguish between right and wrong, and

they promote good behaviour through praise and encouragement. Children are encouraged to share and have respect for one another at the nursery, for example, they all help to tidy up. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents is good. Staff maintain a good relationship with parents and this contributes to children's wellbeing. Parents find staff approachable and are happy to discuss their child's progress. They receive information in a variety of ways, for example, notice boards, parent's evenings and letters. Staff exchange good quality written and verbal information with parents about the setting's activities and their child's development each day. Children are cared for in line with parent's wishes and staff respect babies home routines. Children are able to share their achievements with parents inside the nursery through the attractive displays of their work.

Organisation

The organisation is satisfactory.

Children are welcomed into a well-organised nursery environment with a good daily routine. The setting is brightly decorated with posters, displays and children's artwork, making it inviting and comfortable. Space is used well for all age groups and allows children to play confidently and appropriately.

The company has a comprehensive range of policies and procedures. All required documentation, which contributes to children's health, safety and continuity of care is in place and regularly reviewed. This promotes continuity of care and ensures children's individual needs are met. Effective procedures are in place to ensure that staff are appropriately vetted and suitably qualified or have relevant experience. Staff complete a stringent induction period, which enables them to quickly understand their role and responsibility in the nursery.

Leadership and Management is satisfactory. Staff meet regularly both as a large group and in smaller room groups. In the base rooms, staff work well together and have a good relationship with the children in their care. However, the two pre-school rooms are not always consistent in their approach when providing the Foundation Curriculum. Planning is good and all staff participate, offering ideas and organising activities. They supplement the curriculum offered to children by inviting a teacher in to take Spanish sessions each week. Staff make observations, monitor and record children's achievements well, but, do not consistently use the information to inform future planning or record the next step in individual children's development. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Care

At the last inspection, the nursery was recommended to develop children's creativity through free expression in art and craft activities, and further develop staff's understanding of designated roles and responsibilities within the nursery to ensure they seek the appropriate advice and support to sustain the needs of all children.

Since the last inspection, the nursery ensures that they use the Birth to three framework and the Foundation Stage curriculum to plan children's activities. This means that there is a good balance of creative activities and staff support children to use their own creativity. At induction,

all staff have written information given to them about who has designated roles and responsibilities in the nursery.

Nursery Education

At the last inspection, the nursery was recommended to develop staff's knowledge and understanding of the Foundation Stage to further enhance the quality of teaching and learning.

Since the last inspection, staff in the pre-school rooms have had training in the Foundation Stage in a variety of ways. However, this has not been ongoing and staff need opportunities to further update their knowledge on a regular basis.

Complaints since the last inspection

Since the last inspection there has been one complaint made to Ofsted relating to National Standard 2: Organisation. This concerned adult to child ratios not being met and staff absences not being managed appropriately. Ofsted visited the provider and an action was set under National Standard 2 to maintain required adult to child ratios at all times. Written responses from the provider were received and Ofsted was satisfied with the action the provider had taken to address the concerns. The provider remained qualified for registration.

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 children learn to wash their hands before eating
- ensure that children's individual needs are met as they move to other rooms within the nursery
- develop staff's knowledge and understanding of child protection

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):

- enhance the planning of the curriculum, by ensuring that the next stage of children's learning is recorded and used to guide planning

- ensure that staff who deliver the Foundation Stage work together to provide consistency
- provide more opportunities for children to practise mark making and writing for a purpose during everyday activities and extend opportunities for children to develop their skills in calculation

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