

Leapfrog Day Nursery - Reigate

Inspection report for early years provision

Unique Reference Number	EY153169
Inspection date	03 March 2008
Inspector	Jacqui Lloyd / Joanne Lindsey Caswell
Setting Address	Lesbourne Road, Reigate, Surrey, RH2 7JP
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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

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

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

There are currently 70 children, aged from eight months to four years, on roll. Of these, 32 children receive funding for nursery education. The nursery supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

A team of 16 staff work with the children. Of these, 13 staff hold recognised qualifications and two staff are currently working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health and welfare is supported well as staff implement effective practice throughout the nursery. All rooms are appropriately cleaned and relevant sterilising procedures are in place in the Milk Kitchen. Children's feeding bottles and water bottles are clearly named and staff are vigilant in ensuring children drink from their own bottle. All children have their own bedding and this is regularly laundered to ensure it remains fresh. Staff are mindful about ventilating rooms appropriately and regularly open the windows to allow fresh air to circulate, where possible.

Children develop a clear awareness of the importance of keeping themselves healthy. Pre-school children explore topics relating to their health and develop a good understanding of the importance of healthy eating and regular exercise. There are pictorial reminders in all bathrooms to help children develop good hand washing routines and children sing songs to make the hand washing routine fun. These are particularly effective measures and enable children to clearly understand the importance of using soap in order to prevent germs and infection. As a result, some toddlers come out of the bathroom after hand washing routines and proudly tell staff 'I used soap!'

There are good opportunities in place to promote children's physical development. Children benefit from active, physical play, both inside and outside. A good selection of resources enables non-mobile babies to develop their mobility and coordination. For example, younger babies have opportunities to reach out for toys; they can safely roll over on padded mats and develop their balance. Older babies develop their coordination as they push buggies and negotiate small steps on the slide. Babies enjoy active play using the small ball pool and develop skills in movement as they use small ride-on toys. Older children enjoying playing in the nursery garden with resources, such as tricycles, stepping stones for balancing and crawling through tunnels. All children regularly enjoy walks to the local park and benefit from fresh air and exercise. These measures contribute fully towards promoting children's good health.

Children's dietary needs are met very well. The new Nursery Chef is proactive in her approach in helping children to develop healthy eating patterns. She shows real concern and commitment towards developing children's interests in foods and spends time getting to know children and completing cookery and food activities with them. This enables children to develop their interests and improve their understanding of food and nutrition. Nursery meals are well-presented and include healthy, nutritious foods. Meals are prepared and served in accordance with all babies' and children's needs. As a result, meal times in the nursery are now far more relaxed and a much more positive experience for all children. This enables children to enjoy meal times and benefit from healthy, wholesome meals and snacks. The implementation of water stations in all rooms enables children to benefit from regular drinks. Staff remind children to drink regularly, particularly after outside play or after children have taken part in active games. This ensures that children remain appropriately hydrated.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The nursery rooms are bright and colourful and extremely well-presented for children. Very good security prevents unauthorised visitors from gaining access to the premises. Good attention

is paid towards identifying hazards and taking necessary precautions to keep children safe. The improved use of risk assessments ensures all staff take responsibility for checking the environment and protecting children from potential hazards. Revised nursery policy ensures that all nursery activities are developmentally appropriate and do not pose any risks to children. This ensures that all babies and children remain safe.

There is a very good selection of toys, equipment and furniture available which support the care and developmental needs of babies and children. An appropriate maintenance system ensures that any faulty or broken resources are quickly removed and replaced by safe items. Improved organisation of storage areas enables children to access some toys and play materials independently and benefit from increased freedom of choice. However, this is sometimes inhibited due to the organisation of rooms at certain times of the day.

Children clearly understand the importance of keeping themselves safe. Pre-school children have considered what they can do to minimise hazards, making suggestions such as: 'wiping up spills quickly to prevent slipping' and 'tucking in chairs to prevent trip hazards'. All children are familiar with the emergency evacuation drill as staff and children practise it regularly. Effective procedures are taken to quickly evacuate babies and the unannounced format of drills helps staff to consider safe evacuation routes. This ensures that all staff have an improved understanding of keeping children safe in the event of a fire or other emergency within the building. Staff are attentive in helping children to recognise how to keep themselves safe. For example, whilst the pre-toddlers completed an activity buttering slices of bread, staff are attentive in reminding children to be careful whilst handling small knives. Similarly, as part of celebrations associated with Diwali, pre-school children learn about safety relating to fire and the use of candles.

There are effective procedures in place to safeguard children. Staff are aware of their responsibilities in promoting children's safety and most staff complete relevant training. As a result, staff are familiar with the procedures to follow if they have any concerns about a child in their care. This ensures that children's welfare is supported appropriately.

Helping children achieve well and enjoy what they do

The provision is good.

There is a much improved atmosphere evident throughout the nursery. Children's laughter and happy voices are heard throughout the nursery and there are very positive relationships observed between children and staff. All activities are now planned to engage children's interests and there are many more toys and play materials available to children, which stimulate them and support their development.

Children are busy and occupied and staff are much more attentive towards their care and developmental needs. Children approach staff confidently for cuddles and staff give children plenty of physical affection. The improved staff deployment enables staff teams in all nursery rooms to remain consistent and this is extremely effective in improving the emotional security for children. This has had a significant impact on improving the relationships between children and staff.

Children participate in a wide range of activities, both inside and outside. Babies have good opportunities to explore using their senses as they experiment with a range of textures and materials. For example, babies happily splash about in water and use their bodies to explore paint. They handle textures, such as shredded paper, and enthusiastically explore treasure

baskets and natural materials. Staff take time to form strong emotional attachments with babies and use effective strategies, such as making home-made books showing photographs of the staff who work in the Baby Unit.

The pre-toddlers develop their interests and curiosity as they try new things and explore their environment. They enjoy activities, such as foot painting, chasing and blowing bubbles and developing their imagination through role play. Children handle musical instruments and enjoy looking at many photographs of themselves and talk about their friends, family and people who are special to them. Staff have a sensitive approach and use effective strategies to develop children's confidence. They greet new children to the group enthusiastically and talk about their friends. Children enjoy taking turns in handing out the cups at snack time, showing pride and good levels of self-confidence.

The Sensory Garden is used very well to promote role play and children excitedly play in the role play hairdresser's and use the road safety resources and wheeled toys to play creatively.

There is provision within the toddler unit for children to explore colours, numbers and shapes. Staff provide fun games and activities which introduce children to the different concepts and they engage enthusiastically in fun songs and rhymes. For example, children sing songs using puppets and play creative games involving the concepts of number, shape and colour recognition. They listen attentively to a story tape giving factual information about submarines. This brings children's learning alive and helps them to develop very positive attitudes towards learning. Children particularly enjoy activities together and when staff announced that it was Circle Time, one child was heard to say excitedly "Hurray! It's Circle Time!"

The level of care provision throughout the nursery has significantly improved and there are very warm, positive relationships evident between all children and staff now. Staff are much more 'in tune' with children's personal needs, and, as a result, the daily routine is now planned exclusively around the needs of children. For example, staff do not interrupt a creative activity which children are particularly enjoying, just because the time-table dictates that they are due to play outside. Instead they allow children the time and space to complete activities at their own pace.

Nursery Education

The quality of teaching and learning is good. The pre-school supervisor is dynamic in her approach to delivering the Foundation Stage curriculum and the atmosphere within the pre-school continues to be lively, vibrant and exciting. As a result, children are making very good progress towards the early learning goals and develop very positive attitudes towards learning. Staff know the children extremely well and plan exciting and interesting activities which cover all six areas of learning. Children's progress is regularly monitored and staff are attentive in evaluating all activities to inform future planning. However, at present, staff's observations of children's individual progress are not sufficiently evaluated in order to identify children's next steps in learning.

Children are extremely confident and sociable. They are keen to learn and show good levels of interest and curiosity. Staff encourage children to ask questions and explore their environment in order to make their own discoveries. Children have very good social skills. They are polite and courteous to one another and show high levels of respect for each other. There are very good opportunities for children to develop independence. They serve themselves at lunchtime; they pour their own drinks and choose their own activities. However, at times, due to the current

organisation of the pre-school environment, sometimes, their choice of play resources is inhibited.

Children's language and communication skills are very good. They confidently engage in conversation with adults and enjoy talking in front of the group, sharing their news and suggesting their own ideas. Children listen attentively to one another and extend their vocabulary through topic work and through effective questioning by staff. There are good opportunities for children to develop literacy skills. They develop writing skills and have access to a good selection of writing materials. Children are introduced to letters of the alphabet through practical activities, such as forming letters in the sand and beginning to recognise the sounds in their names.

The provision for mathematical development is very good. Staff make successful use of all practical activities to encourage children's counting development and a very good selection of resources enables children to develop understanding of colour, shape, number, size, weight and time. For example, when children play with telephones, calculators and tills, staff reinforce children's number recognition skills and encourage children to add and take away in a practical context. Staff make very good use of play activities to encourage children's use of mathematical language. For example, children compare colours and shapes and use appropriate language for ordering in size.

There are good opportunities for children to explore and investigate. Improved use of the outside area now increases children's opportunities to learn about nature. Children plant seeds and grow their own vegetables and take pleasure in watering their plants to encourage them to grow. There is good provision for children to learn about the wider world. They look at large world maps and talk about different countries and cultures. For example, children celebrate Diwali and learn about different festivals and customs. Children have good opportunities to use the computer and battery-operated toys. They clearly understand how different resources work and make their own pictures using the computer.

Children's physical skills are very good. They participate in regular physical play activities and enjoy activities, such as negotiating an obstacle course. Some children participate in a commercial fitness programme and staff ensure that there is regular provision for all children to develop their coordination, muscle control and spatial awareness by moving in different ways. There are very good opportunities for children to develop their manipulative skills. Children handle a range of tools competently. For example, they serve their own food at lunchtime and manage cutlery confidently. They handle different writing materials, such as pencils, pens, crayons and chalks and use resources, such as paint brushes, scissors and threading materials.

Children have very good opportunities to develop their imagination and creativity. The pre-school environment is full of children's art work, reflecting their own style and using a range of different media and techniques. For example, children make pictures using bubbles; they create their own models and collage and make their own pictures using a very good selection of different resources. Children experiment with different textures, such as sand, coconut, shaving foam, cornflour 'gloop', water and earth. The provision for role play is very good and children excitedly devise their own games. However, at times, children do not always have free access to all the role play resources, due to restrictions placed on them with the organisation of the rooms.

Helping children make a positive contribution

The provision is good.

Staff have reviewed many aspects of their care provision and as a result there is a much stronger emphasis on the individual needs of the children. For example, staff in the baby unit gather detailed information from parents regarding babies' individual routines and incorporate these into the daily routine of the nursery. This benefits the babies greatly as they are able to rest, feed and play according to their personal needs and feel much more settled as a result.

There are good procedures in place to support children with additional needs. Staff attend relevant training to update their knowledge on how to meet the needs of children with learning difficulties and/or disabilities. Staff adapt activities and routines to accommodate the needs of all children and enable them to become fully involved within all aspects of the nursery.

Staff create a very positive environment in which the children behave well. Staff use lots of positive language and praise. They have also introduced fun and innovative techniques for encouraging and recognising good behaviour. For example children in the toddler unit and pre-school are motivated to 'help tidy up', 'be kind to their friends', 'sit nicely during lunch and tea' and wash their hands with soap water' amongst other tasks. There are clear incentives for good behaviour as the 'Bumble Bee Achievement Chart' is displayed at low level and children take pride in receiving a 'Bumble Bee' to attach to the chart in recognition for positive behaviour and achievements.

Staff use age appropriate explanations as to why a child should not do something. They give plenty of praise and encouragement to the children and consistently say 'please' and 'thank you' to them. As a result children are well-mannered and are kind and polite to their friends.

Children's spiritual, moral, social and cultural development is fostered within the nursery.

The partnership with parents and carers is good. Staff within the pre-school setting communicate closely with parents and make every effort to involve them in their child's education. Parents are encouraged to share information about activities that their children have been involved in during the weekends and holidays. Staff then incorporate this information into their planning and provision of activities to extend and reinforce learning. There are many opportunities for parents share in their children's their learning and staff work hard to inform parents about the Foundation Stage curriculum and events within the pre-school.

Staff provide enormous amounts of information and evidence for parents about the care and education within the nursery. For example, the walls throughout the nursery are adorned with photographic evidence of children engaged in a variety of play and learning experiences. Staff establish effective partnerships with parents and work closely with them to ensure they are able to fully meet their individual needs.

Staff use sensitive strategies to welcome new children and their parents into the nursery. For example, by photographing children during their initial settling sessions and spending time during small group activities to introduce the children in the group to their 'new friends'. This helps the child to feel welcome and settle quickly into the new surroundings. The photo is then shared with the parents which helps them to see their child is happy and settled in the nursery.

Organisation

The organisation is satisfactory.

A change of management and the appointment of a new nursery manager have had a significant positive impact on the general organisation of the nursery. The manager is motivated, dynamic and committed to the ongoing improvement of the nursery. She leads by example and acts as a very positive role model to staff.

The staff teams are more consistent and as a result a team of core staff are based more constantly in each of the base rooms. This provides better continuity of care for the children as the staff are able to build stronger relationships with them and children enjoy spending time with their key-workers.

The daily routine is planned around the needs of the children, however the organisation of space and resources does at times inhibit the children's independence and learning opportunities. For example, the way in which space is utilised in the pre-school and toddler units prevents children from being able to access some resources and reduces the opportunities for children to choose how to play and follow their own interests.

The deployment of staff in the baby room also impacts, at times, on the provision of care and learning opportunities for babies. For example, when waking babies are cared for in the areas where babies are sleeping it can be disruptive for the sleeping babies and frustrating for the babies who are awake and keen to play.

All regulatory records and documents are in place and maintained appropriately, which contributes towards the satisfactory organisation of the nursery. Risk assessments are undertaken, accident records are now collated and reviewed regularly and appropriately recorded attendance records are in place. These all help to support children's care and welfare needs.

There are systems in place to enable staff to identify their own training needs and seek appropriate training where necessary. A newly appointed training mentor also has responsibility to oversee this and ensure staff are able to access training and develop their skills and knowledge.

The leadership and management is good. The supervisor of the pre-school continues to be very enthusiastic and committed to the success of the pre-school. The pre-school leader demonstrates a clear understanding of how children learn and develop through quality, rich play and learning experiences. She leads a hard-working team of staff, who consistently endeavour to provide fun and worthwhile play and learning experiences for the children in their care.

The setting meets the needs of the children for whom it provides care.

Improvements since the last inspection

At the last Care inspection, 11 compliance notices were raised. These related to: the management of the Baby Unit; the accuracy of attendance registers; staff deployment throughout the nursery; the range of play and learning opportunities for children; the competence of staff working with the babies; ventilation levels and maintenance issues; staff's ability to carry out risk assessments and the use of risk assessments in identifying potential hazards; the provision for recording accidents and significant incidents; the provision for hand washing and preventing infection and the provision for food and meals.

Since the last inspection, there has been a change in the management of the nursery and a new nursery manager has also been appointed. The provider has met the compliance notices by reviewing all areas of nursery practice; improving staff deployment, allocating suitably trained senior staff to oversee areas of management in the baby unit and improving staff training opportunities to ensure improved levels of practice. All regulatory documentation, such as risk assessments and accident records are appropriately recorded and appropriately support children's care and welfare needs. As a result of these improvements, all compliance notices have been suitably met and levels of care are significantly improved within all areas of the nursery.

At the last Nursery Education inspection, four recommendations were raised. These related to: improving the use of observation to evaluate children's individual learning needs; developing the use of outside area to extend children's learning; improving the provision for child-initiated play and ensuring all resources available to children are in a suitable working order.

Staff have addressed these issues by reviewing the opportunities for child-initiated play and improving the use of the outside play area to extend children's learning opportunities. All resources are checked regularly to ensure they are in a suitable working order to enhance children's play.

The procedure for using observation to evaluate children's learning still remains a weakness as staff are not sufficiently evaluating these in order to inform future learning and planning.

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 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 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):

- improve the organisation of space and resources, particularly in the Toddler and Pre-School units, to improve the opportunities for children to enjoy child-initiated play and learning, follow their own interest and access all toys and resources
- improve the staffing arrangements during sleep times to meet the needs of all babies more effectively, ensuring their safety, welfare and developmental needs are considered

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- improve the use of observations to enable staff to evaluate all children's individual progress and identify future learning needs

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