



Leapfrog Day Nursery

Inspection report for early years provision

Unique Reference Number EY307317
Inspection date 26 May 2005
Inspector Lynn Clements

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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 is one of 101 nurseries run by Nord Anglia plc. It was re-registered in 2005, under the Leapfrog name but originally opened in 1995 as Jigsaw Nursery. They operate from seven rooms in a purpose-built unit. It is situated on a large business park on the outskirts of Harlow, Essex. A maximum of 121 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 for 52 weeks of the year. All children share access to a secure

enclosed outdoor play area.

There are currently 101 children aged from birth to under 5 years on roll. Of these 36 children receive funding for nursery education. Children come from a wide catchment area, as most of their parents travel in to work on or around the business park. The nursery currently supports a number of children with special educational needs, and also supports a number of children who speak English as an additional language.

The nursery employs 31 staff. Twenty one of the staff, including the manager hold appropriate early years qualifications. 10 staff are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children throughout the nursery enjoy a wide range of energetic activities providing opportunities for them to keep fit and healthy. They develop self confidence as they extend their physical skills both indoors and outside, using equipment with increasing control and competence. All children are able to rest or be active according to their individual needs.

Children recognise the importance of good personal hygiene through daily routines and topics organised by staff. They wash their hands after using the toilet and before eating snack. Children remain protected from infection due to the clear knowledge and understanding practitioners have and implement regarding health care. All documentation is in place and parents are kept fully informed of any accidents or incidents. The majority of practitioners hold up to date first aid training.

Children benefit from a healthy diet. They enjoy fresh fruit and vegetables which they help themselves to during the day. Menus are planned by a dietician to ensure each child's personal needs and special diets are met appropriately. Older children pour their own drinks and younger children are regularly offered drinks to ensure none remain thirsty. Practitioners share information with parents and with their permission, children have opportunities to try new foods from around the world.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are well cared for in a purpose built nursery which is maintained to a very high standard. Care is enhanced by the effective organisation of child accessible storage enabling them to access toys and resources independently. Children move safely and freely around the setting and make independent decisions about their play and learning.

Children benefit from a range of safety measures such as key fobs and CCTV cameras to ensure only authorised staff have access to the play and sleep areas.

They develop a good awareness of personal safety when practicing emergency evacuation procedures or counting each other when they go outside, discussing the reasons for these with staff. Children tidy away their toys after playing telling staff that when they pick up their things it stops them "falling and hurting us". Children are well protected from possible abuse or neglect. Staff's good understanding and knowledge regarding policies and procedures to protect them, promotes their individual well being and ensures children's safety remains paramount.

Helping children achieve well and enjoy what they do

The provision is good.

Children play an active part in the nursery. They are confident to make their own choices about the activities and games they play. Children are motivated and interested in the broad range of purposeful and developmentally appropriate indoor games and resources. They participate in a variety of creative opportunities persevering for prolonged periods of time and showing pride in their finished creations. However, while the setting has satisfactory outside facilities these require continued development to ensure children have regular access and that the equipment and outside activities challenge the differing age groups and motivate their senses and exploration skills.

Children and staff play happily together, taking turns and responding appropriately when helping others as they choose books and games to share. Staff use of the Birth to three 'framework' effectively to support children's early achievements, promoting their confidence and self esteem to become active independent learners through exploration and investigation of the world around them. Children become keen communicators as they share ideas and extend their imaginary games, for instance becoming super hero's helping others in peril. They join in singing and stories further extending their language skills and development. Children are beginning to make connections in their learning as they explore water, sand and play-dough talking about the different textures and how it makes them feel.

Nursery Education

The quality of teaching and learning is good. Children make progress in all six areas of learning supported by a secure staff team who have a thorough knowledge and understanding of the Foundation Stage. Teaching provides realistic challenge for all groups of children. Staff provide appropriate activities to build on children's previous learning and move them on. Children's achievement is linked clearly to the stepping stones. Detailed plans and attention to maintaining individual assessment records ensures appropriate learning objectives are in place for each child and these are shared with parents. Skilful use of open questions and varied teaching methods provides a sensitive approach to meet children's differing stages of development and ensures all children including those with special educational needs or English as an additional language are supported appropriately. Overall, children make at least good progress towards the early learning goals given their capability and starting points.

Children greet each other and staff as they arrive showing a clear sense of belonging and confidence in their surroundings. They seek out activities and are busy

throughout the day. Children display high levels of independence, freely selecting equipment and resources and organising their own imaginary games. Inconsistency in the quality of role play scenarios offered to children impacts on their motivation to explore and extend their ideas based on real and imagined experiences. Children have a good understanding of number and capacity counting each other and confidently assessing when they have empty, half or full cups of water. They enjoy shared story times joining in repeated refrains or predicting what happens next. They are beginning to use writing for a purpose in role play and older more able children are competent at writing their names, however this is not always supported appropriately by staff who tend to write children's names on their creations.

Children are able to freely explore and learn through first hand experiences with resources such as the computer which they use with skill and competence helping them to consolidate previous learning. Topics and visitors to the nursery provide opportunities for children to ask questions and discover the wider world around them. They are keen to offer their own ideas and respond well to challenges. Staff make good use of time and resources to support children's learning.

Children are active learners taking risks and trying new activities without fear of failure. Staff work hard as a team praising and encouraging children to try things for themselves and practice to develop their personal independence and skill.

Helping children make a positive contribution

The provision is good.

Children develop positive attitudes to others and the world around them. Images around the nursery of ethnicity, gender and disability provide an environment which encourages children to discuss and explore their ideas and views. They enjoy tasting foods from other countries and explore cultural artefacts and resources during topics and discussions.

The setting has clear and effective strategies in place to support the small number of children attending with special educational needs or English as an additional language. Children behave well. They develop an understanding of right and wrong and respond to the consistent approach and positive focus of staff. Children are enabled to care for each other because staff encourage them to take turns and share. Children talk with staff and discuss their own rules for being kind and having fun at nursery.

Partnership with parents and carers is good. Children benefit from parental involvement. Good two way communications between parents, carers and staff provide continuity between home and the nursery and enable children to feel confident and secure. Information on the Foundation Stage curriculum, daily discussions and open evenings provides valuable opportunities for parents, carers and staff to work together to help children make progress. Children's spiritual, moral, social and cultural development is fostered appropriately.

Organisation

The organisation is good.

Clear policies and procedures are in place. The staff induction programme and regular appraisal system ensures that children's health and welfare are safeguarded. All documentation is organised well and is easily accessible. Attention to continued professional development within the setting is used well when deploying staff. Managers draw on staff interests and skills when defining particular areas of responsibility, motivating staff and enabling them to support children appropriately.

Leadership and management of the nursery education is good. Staff have a sound awareness of the Foundation Stage guidance and Birth to three matters framework and apply both very well to support children's development. Managers have clear development plans in place which successfully identify areas to improve such as including differentiation in planning and developing children's records of assessment to show their individual next steps for learning. Their ability to monitor the nursery, prioritise aims and objectives and address issues is well organised and effective.

All policies and procedures are shared with parents and carers. The development of the key-worker system and strong staff teams enables supervisors to plan, focus and deliver appropriate activities to meet children's individual needs. Overall, the care and education needs of all children attending the nursery are met well.

Improvements since the last inspection

The provider agreed to develop staff awareness of documentation relating to the Disability and Discrimination act to improve the positive contribution aspect of care offered to children. The implementation of staff training has ensured that all staff and volunteers are aware of their responsibilities in meeting the individual needs of all children attending the nursery.

The provider was asked to improve enjoying and learning opportunities for children in relation to the outside play area, role play scenarios and children's access to mark making resources both in care and nursery education. Children are now able to investigate and explore using the new outdoor adventure apparatus and equipment. Pencils and paper in role play areas are used by children as they create shopping lists and take orders in their café. However further development is required to ensure role play scenarios provide children with resources which enable them to explore and extend their ideas. Work on the outside play areas continues to be developed to encourage all children and babies to explore all their senses and imagination.

The provider agreed to develop documentation to improve the organisation of nursery education ensuring that children's individual next steps are identified in all six areas of learning helping them to make progress towards the early learning goals. Clear assessment records show all children making steady progress in all six areas of learning taking into account their abilities and starting points.

Complaints since the last inspection

Since the last inspection, Ofsted received a complaint which raised concerns about standards 4 (physical environment), 6 (safety) and 14 (failure to notify Ofsted of significant incidents). Ofsted requested that the provider complete an internal investigation and report back within 10 days. From the information provided Ofsted is satisfied that the provider took appropriate action during the renovation work at the provision. The provider did not inform Ofsted of the planned building work and were given an action under standard 14 to ensure that Ofsted is notified of any changes at the earliest opportunity.

A satisfactory response to these action has been received. The provider remains qualified for registration.

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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):

- further develop the outside facilities enabling children and babies to explore and investigate using all of their senses, listening, touching, smelling and feeling natural and man made media

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):

- develop children's senses and motivation through role play scenarios which build on their imagination and enable them to extend their ideas, play and learning
- provide further opportunities for children to build on their writing skills, enabling them to write their names or make their own marks on their creations

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procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website:
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