

Leapfrog Day Nursery - Weston-super-Mare
Inspection report for early years provision

Unique Reference Number	EY222370
Inspection date	14 September 2007
Inspector	Timothy Butcher
Setting Address	Bransby Way, Locking Castle, Weston-super-Mare, Avon, BS24 7EU
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Registered person	Nord Anglia Nurseries 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 a chain of nurseries run by Nord Anglia. Formerly Princess Christian Nursery which opened in 2002, the nursery was re-registered in January 2007. Leapfrog Day Nursery operates from purpose built premises, including a large garden, situated in the district centre of Locking Castle. The nursery serves the local and surrounding area.

There are currently 184 children from 12 weeks to five years on roll. This includes 46 funded three- and four-year-olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs. The group opens five days a week all year round. Sessions are from 08:00 to 18:00.

There are 28 staff who work with the children and 22 staff have early years qualifications to NVQ level 2 or 3. Two staff are currently working towards a recognised qualification. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is strongly promoted as the nursery is maintained to a good standard of cleanliness. Older children display good self-care skills and understand the importance of good hygiene. Eye-catching visual prompts made by children themselves remind them about good hygiene and the need to flush toilets properly. They are provided with good support through indirect supervision by staff. Strategically placed boxes of tissues and waste bins, encourage children to become more independent in managing other aspects of their personal care such as wiping their own noses. Younger children in Pre-toddlers, who do not yet have these skills, are kept comfortable by staff who are generally vigilant. Babies are not sufficiently protected from the possible spread of infection because adults wear outdoor shoes in some areas where babies lay to play and explore. There are robust nappy changing procedures in place that protect children from the spread of infection. Children are kept comfortable and relaxed whilst the procedures take place.

Children strongly benefit because the meals provided by the nursery are freshly made on the premises and are healthy and nutritious. Menus are displayed and children's individual dietary needs are closely catered for. Parents report positively about the meals provided. Children's independence is strongly promoted in the pre-school room as they serve themselves at the snack bar and for lunch. Staff offer appropriate support to children to enable the development of these skills and to maintain their safety. In addition, staff often sit and eat with the children at meal times, which helps to create a relaxed and social occasion. Children also learn about healthy eating through topics and activities, for example, a wall display shows that they discuss diet and have identified their own favourite foods. Children have good access to water throughout the day, for example, pre-school children are able to independently help themselves from a water jug and each child has their own labelled cup to use.

Children's well-being is safeguarded as there are clear policies and procedures for dealing with accidents and for the administration of medication given to children. Procedures are consistently followed and keep children safe. Parents are kept fully informed and asked to sign in acknowledgement that information has been shared with them.

Children benefit from good opportunities for physical exercise and fresh air. Younger children clearly enjoy the easy access to the outside area and regularly take their play outside throughout the day. They explore, test and develop physical control in some stimulating outdoor and indoor experiences. An early toddler giggles with delight as he masters push-along equipment and begins to explore how to change direction. Babies have access to their own enclosed area which has an all weather surface and an appropriate range of outdoor equipment to suit their abilities. Older children enjoy the sit-on and other play equipment. A popular feature of outside play is the new climbing frame that captures children's imaginations and tests their climbing and sliding skills. There are also regular visits out of the nursery to the duck pond for each group of children, when staffing and weather conditions allow.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children have a very safe environment in which to play. A thorough risk assessment has been carried out and effective control measures are in place to reduce the risk of accidental injury

to children. Daily visual checks are undertaken of the premises and to the equipment put out in readiness for children. However, the climbing frame, which is a new addition, although initially assessed has not been re-assessed since the completion of its installation. This has the potential to undermine children's safety, even though its current use is closely monitored. Access to the premises is very strictly monitored. Outdoor areas are fully enclosed, secure, and free from hazards. Stair-gates and barn doors are in place to protect children from entering areas unsupervised and to aid the staff's visibility of children. Fire safety equipment is in place and is regularly tested.

Children learn about keeping themselves and each other safe, for example, children are encouraged to use knives and forks safely at lunch times and road safety is discussed with children before going on visits out of the nursery.

Children greatly benefit from the attractive and child-friendly environment that has been created through out the nursery. All rooms and corridors are made bright and attractive to children with good information about what they have learnt. Examples of their work are displayed in many areas. The youngest babies have a cosy room in which to wriggle, reach and explore, to sleep and to be fed.

Babies and children use age-appropriate, well maintained toys and equipment. Staff carry out regular checks to sleeping babies and make sure that babies and pre-toddlers are securely strapped into low-level feeding chairs. Pre-toddlers have some low-level resources within easy reach. Many resources are well labelled for children's ease of access. This strongly contributes to children's enjoyment and learning. Toy paths are beginning to be introduced so that all children are provided with good opportunities to select items and are able to exercise choice.

Children have their welfare safeguarded because staff have a clear awareness of their responsibilities in regard to the protection of children and a sound understanding of the possible signs and symptoms of potential abuse. There is a clear procedure in place to inform staff of reporting procedures and the designated child protection person has a clear understanding of the action to take should they have a concern.

Helping children achieve well and enjoy what they do

The provision is good.

Babies and children make good general progress in all areas of their development, given their starting points. Babies and children are well cared for by a skilled and committed staff team who provide good learning experiences for children. Children are very well supported to settle because there is good communication with parents and the staff sensitively reassure children with warm and caring interactions. Pre-toddlers engage all their senses in play and have plenty of opportunities to take some play outside. They are helped to put on aprons for messy creative play and their completed artwork is put ready to take home.

An effective key worker system is in place. Staff have a good knowledge of the Birth to three matters framework and carefully plan the environment to enable children to access resources and to make independent decisions about their own learning. Each room uses a combination of recording processes and materials developed within the wider organisation to track each child's individual learning. Written observations of what children can do are made for each individual child. Planning includes 'together time'. Whilst this is good overall because children are able to build on what they have learnt, a lack of consistency exists in regard to some detail in the planning documentation. As a result the identification of what children need to learn

next is sometimes impaired. All children are developing their communication skills as they enjoy joining in with songs and rhymes. Toddlers learn to listen, to take turns and to follow simple instructions such as when they sing at the top of their voices a favourite action rhyme of their choosing. Toddlers begin to grow in confidence as they take turns to speak in a group. At registration time they learn to answer their own names and learn about the days of the week. They go to the window to look at the weather and discuss this with the group. Children are confident, and move from activity to activity with interest and purpose.

Nursery Education.

The quality of teaching and learning is good. Children demonstrate good levels of concentration and persist at activities for extended periods, for example, during a 'focus activity' a child clearly enjoys naming and matching shapes to a laminated card. She carefully tries to place the shapes properly and successfully names and matches most of them. She enjoys this so much that she continues to match shapes after the activity has finished. She notices which shapes roll and which shapes do not and pairs off these with enthusiasm. Children's mathematical learning is strongly promoted. Children spontaneously count in a good variety of situations each day. Children use spontaneous mathematical language in play such as 'big and small' and 'empty and full'. Many children can count objects up to ten without adult help. They count colours and plaques during a 'connect four' free play activity, plates, places and each other during preparation for snack-time and the number of eyes the monster has when engaged in a construction activity.

Children are beginning to understand the uses of information technology. They derive great pleasure from using the computer in both of the pre-school rooms. They develop their co-ordination through using the mouse. A child giggles with delight as he independently changes chickens into cats, spontaneously counting as he operates the simple programme.

Children are making good progress with their language and literacy. In 'show and tell' for example, a child confidently talks about the book she has brought in. The key group together agree on the models they will make later in the week using some of the ideas from the book. As a result children get to talk about what interests them and some activities are specifically planned to follow up on their interests. Children independently and spontaneously fetch books to look at together during free-flow activities. They clearly enjoy having stories read to them in small group activities. Most children are beginning to identify the letters of their own name in a variety of ways such as through the use of a letter abacus and letter puzzles. Children have many opportunities to attempt to write their names in focussed activities and through specific mark making activities. Children do not have sustained opportunities to write for a purpose, such as when engaged in role-play.

Children use their imagination effectively in role-play and small world toys. They work together to construct stories and act them out, for example, a favourite game when playing with the home corner equipment is for children to make a meal and a cup of tea whilst the ironing is being done. Children have good opportunities to develop their creative skills through a good number and variety of activities, using a wide range of materials.

Staff are very knowledgeable about the Foundation Stage curriculum and maintain generally good records through the regular observations of children's achievements. These observation records link achievements to the stepping stones of the early learning goals and are used to plan for children's next steps in development. Observation documentation is effectively used to identify the focus for specific learning activities for each individual child during 'together

time'. Children have their individual learning enhanced by this individual time with their key-worker. However, a weakness in consistency in regard to the completion of the next steps record exists. As a result planning for children's next steps in development across each area of learning is sometimes impaired. Learning profiles for each child are used well in general. Reference to these to help track each child's progress has not resulted in the inconsistency of some records being picked up. The records are regularly shared with parents, some of whom provide useful information about their child's interests outside of the nursery and this helps inform staff of children's interests when planning future activities.

Children's learning is continually extended through good interaction by staff who are effective at promoting learning through a wide range of activities. They provide good explanations when commencing an activity. They skilfully use open ended questions, as children explore and sometimes recap to consolidate or to make explicit that which children have learned through play. Children enjoy the activities and play opportunities, they join in with tasks and are willing and enthusiastic learners. They make good progress towards the early learning goals.

Helping children make a positive contribution

The provision is good.

Children are beginning to understand about the world in which they live, as they have access to some resources that reflect diversity within society. The nursery also acknowledges a range of world festivals, such as Tabatara, a Japanese star festival, Diwali and Easter. Children are treated as individuals and staff respect their differing needs. Children benefit from the regular visits out to the shops and library in the local community. Children's spiritual, moral, social and cultural development is fostered.

Children's behaviour is very good in general. They show care and consideration for each other and benefit from sensitive explanations about how their behaviour may impact on others. They are happy and settled and quickly become engrossed in interesting activities and play. In general the staff team demonstrate good role-models for children. Children are involved in formulating the 'Golden Rules' within the pre-school and benefit from the positive regard, praise and encouragement provided by the staff.

Children with learning difficulties or disabilities have their specific needs appropriately met. Children with individual education or other plans are well supported by knowledgeable staff who work very constructively to carry through specific plans and to work with the carers and other professionals involved. Information about care plans is routinely shared between staff so that they have a clear understanding of child's specific needs.

The partnership with parents and carers is very good. Parents and carers are closely consulted about the individual and every day care needs of children and routine discussions take place at collection and arrival. Children benefit as this contributes to the continuity of care for children as information is shared on a daily basis. Parents report very positively about the setting in general, the friendliness of its staff and the good range of experiences provided for their children. Clear information for parents and carers about the setting and care arrangements, are made freely available through wall displays. Parents are fully consulted and asked to give their informed consents. Children have individual pigeon holes where their belongings and artwork are made ready for collection. Newsletters provide useful information about forthcoming events. An effective key worker system is in place and staff ensure that parents and carers have good access to the information provided about how their child is progressing. A prospectus gives solid information about the Foundation Stage curriculum and the Birth to three matters

framework. Information is shared through discussion, parents evenings and the use of the individual child's learning profile. Relationships are secure and parents report their confidence in the approachability of staff should they ever have a concern. A formal complaints procedure is in place and a complaints log is held.

Organisation

The organisation is good.

Children are cared for by a capable and skilled staff team. Time, space and resources are used very effectively to offer children a wide variety of experiences, in a child-friendly and well-organised environment. Documentation, policies and procedures are used effectively to promote the welfare, care and learning of children. The staff team work well together and have a clear understanding of the Foundation Stage curriculum and Birth to three matters framework respectively. Children make good progress in each area of development and towards the early learning goals.

The leadership and management of the nursery education is good. The Manager and Base Room Managers provide good role models to all. The manager holds an overview of the group with a clear awareness of the main strengths and weaknesses of the provision. Although the setting monitors the progress that children make towards the early learning goals, the monitoring of the next steps planning and of the learning profile records themselves has not picked up an inconsistency that exists.

Staff receive appropriate support through annual appraisals and regular team meetings. There is a clear commitment to staff training and to further enhance the knowledge base of staff in regard to children's learning. Staff are motivated and interested in the children, and have a clear understanding of their roles and responsibilities.

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

Improvements since the last inspection

At the last inspection it was agreed that improvements would be made in six areas of care and in regard to two areas of nursery education. Since the last inspection the nursery has been re-branded and policies and procedures now reflect that of the wider organisation. There is now a comprehensive operational plan in place that details the running of the nursery. Procedures in regard to parental permission for emergency medical treatment or advice are now consistently followed; resulting in written consents being consistently sought. Attendance registers now detail staffing levels in each room and include staffing levels when children go outside. Children with special needs have their needs closely met because procedures now follow the 'code of practise'. There are now two qualified Special Needs Coordinators.

There is now a designated Behaviour Management Coordinator to oversee practice. Staff have a folder to refer to and have received training through staff meetings. Better information is now also provided to parents. As a result the management of children's behaviour is more consistently managed.

Since the last inspection the provider has made considerable improvements in regard to the planning for children's learning and development. The Foundation Stage learning profile format now in use effectively promotes positive outcomes for children in all areas of learning.

Opportunities for children to practice reading and writing skills in a meaningful context are in evidence however, these are only rarely presented in richly creative ways that capture children's interest and imaginations.

Complaints since the last inspection

Since 1 April 2004 there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

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

- review the arrangements that help prevent the spread of infection particularly in regard to areas where young babies play and crawl; and in regard to some children's runny noses
- review the risk assessment to include new equipment such as the climbing frame outside

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 the use of children's assessment and development records further to help plan more effectively for children's next steps in development

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