

# Leapfrog Day Nursery - Manchester, Fallowfield

Inspection report for early years provision

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| <b>Unique Reference Number</b> | 500166   |
| <b>Inspection date</b>         | 11 December 2007                                   |
| <b>Inspector</b>               | Angela Cuffe                                       |
| <b>Setting Address</b>         | 26 Wilbraham Road, Manchester, Lancashire, M14 6JX |
| <b>Telephone number</b>        | 0161 248 6816                                      |
| <b>E-mail</b>                  |  |
| <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 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 the range of nurseries run by Busy Bees Limited. It opened in 1998 and operates from five rooms in a purpose-built building. It is situated within the grounds of EAF language College in Fallowfield, Manchester. A maximum of 78 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 18.00 for 50 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 108 children aged from birth to under five years on roll. Of these 22 children receive funding for nursery education. Children come from a wide catchment area. The nursery currently supports a number of children who speak English as an additional language.

The nursery employs 31 staff, of which 20 of the staff hold an appropriate early years qualification. The setting receives support from sure start and is one of sure starts satellite centres.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children are protected from the spread of infection as good hygiene procedures are in place. Staff follow the clear nappy changing routine, toilets and play areas are kept clean and there are excellent food hygiene practices within the kitchen. The procedures for administering medication and first aid are understood and implemented by staff, therefore promoting children's health and wellbeing.

Children demonstrate an understanding of keeping themselves healthy. They carefully wash their hands using the soap dispensers with appropriate levels of staff support and guidance. They are also able to point out healthy foods such as fruit and vegetables from the home area, and discuss healthy food at meals and snack time. During the session about nutrition the children discuss the benefits of eating fish whilst they prepare and taste sushi following the guidance of a qualified chef.

Staff are aware of, and cater for, children's individual dietary needs. They communicate closely with parents to ensure that young children's routines with regard to eating and sleeping are followed. Written information regarding the children's needs is displayed throughout the nursery and food preparation area. Severe dietary needs are highlighted with photographs of the children and written details of the allergy.

Regular and varied physical activities allow children excellent opportunities to develop their large muscle and physical skills. A healthy lifestyle is promoted for children as they are taken for regular trips to the local park. All children regularly use the outdoor play area and access activities which cover all areas of large muscle development and co-ordination. It also takes into account other areas of learning for older and younger children, following the Foundation Stage and the 'Birth to three matters' framework.

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

The provision is good.

The children are cared for in a safe and friendly environment. They have their own space for their coats, with photographs and name tags. This helps them to gain a sense of belonging within the nursery and assists them in the recognition of their own names. The premises are maintained to a good standard and are currently undergoing a full re-decoration to improve the environment for children.

The play space in the baby room is organised to a very high standard, and ensures all babies have access to the well organised stimulating toys. This room is well resourced with toys and equipment to promote individual development. However, this good practice is not continued throughout the nursery, where some of the older children have little choice. For example, in the pre-school room the home corner and other role play equipment lacks stimulation in some areas. There is a computer and some new electronic equipment which isn't yet being used by the children. The wall displays are too high up for the children to read or recognise the words and numbers. On the whole the furniture, toys and equipment provided for children are in good condition and suitable for the purpose. Children freely select toys and activities of interest to them from the pre-set activity areas and the continuous provision within the nursery.

Children are protected from harm as the staff follow the comprehensive procedures to maintain their safety. Staff are observant and vigilant, while allowing children to explore. Therefore potential hazards are minimised and children are able to develop and become independent. Children learn to keep themselves safe as they are aware of the areas they can and cannot play in. They learn about road safety and stranger danger whilst on outings, and practice fire drills on a regular basis. The nursery is a comfortable temperature throughout. However, the babies changing room is very cold; the window is open and the heating is off.

The building is extremely secure as there are intercoms on the doors of the nursery. The outside play areas are well secured at all times. Children's welfare is maintained as staff demonstrate a secure knowledge of the area child protection procedures, and of their roles and responsibilities within them in line with the Local Safeguarding Children Board.

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

The provision is good.

Children are happy and develop confidence and self-esteem. They build secure relationships with staff and have fun together. Children are actively engaged in the activities and show interest and understanding in the large group discussions. They eagerly choose their activities and become engrossed in their play, developing good imagination and language skills. Staff make good use of all about me, birth to three, the stepping stones and the curriculum guidance to inform their planning and practice. Each child has their own file which starts in the baby room, links to birth to three and then finishes in the pre-school room. The file clearly shows where the child is up to and what steps need to be made to move them on progressively through the stepping stones. These folders will go with the child when they leave to enable the reception teacher at school to move the child on appropriately. This effective pattern enables the child a steady and progressive route through the early learning goals and enables all adults to gain a clear understanding of the child's needs and abilities. Children enjoy and benefit from regular opportunities to play with sensory and natural materials. They explore dough, dirt, water, paint and glue. Staff respond to children's interests, they interact well with them giving much needed cuddles when they are distressed or tired. During adult-led activities the children are listening to instructions intently and try to achieve with every effort. The activities provided meet children's individual needs and provide appropriate challenges.

### **Nursery Education**

The quality of teaching and learning is good. Children are chatty and gain confidence in speaking and singing within a group, during small group times, such as snack and large group discussions. They enthusiastically chat to adults about past events at home and at the nursery. They build close friendships, sharing ideas for play and showing each other their achievements. Children enjoy the nutritional activities and take part with great interest and enthusiasm. A qualified chef has brought a variety of fish for the children to look at, touch and discuss; some are still alive for example a crab and a lobster. The chef asks children open ended questions about the fish, for example where do they live; is it dark there and what do they feel like; are they hard, soft or slimy. The chef lays out a squid and asks the children how many tentacles it has. The children enthusiastically talk to him about the fish they like to eat and enjoy making sushi and then tasting it. The children talk about their own visits to a sushi restaurant and discuss what it was like and their favourite fish; most children like salmon or mackerel. This activity is linked to most areas of learning and children are using most of their senses whilst they learn about the nutrition their bodies need, the wider world and link this to their home lives. They develop their independence, practice their skills and consolidate their learning. Children begin to

recognise the letters in their name and are able to identify their own name card. Some children can write their name with varying degrees of support; they make marks and write for a purpose spontaneously during the play sessions. There is a satisfactory choice of resources available for them to do so. Children greatly enjoy exploring books. They handle them carefully and become engrossed as they develop their reading skills by following the pictures and telling a story; either with or without the puppets provided.

Children make good progress in relation to maths. They use mathematical language to describe size and shape throughout their play. They often count, and can carry out simple calculations and recognise some numerals. Staff take opportunities to question children, encouraging them to practice and develop these skills. Children develop curiosity as they explore various materials and observe changes, such as planting seeds and how the plants change as they grow. They build and design, mainly using construction sets.

Children play creatively and develop imaginative skills in every day play. The creative art activities are available throughout the session with a good choice of creative materials available. This enables children to develop their individual creativity or imagination in art. Children develop good co-ordination and large muscle skills through well-thought out and varied physical play sessions. Staff allow children to use large play resources in various ways, which presents them with further challenges.

Staff have good relationships with the children, treating them with care and respect. They work closely with parents and have a good knowledge of the individual children. The assessment process clearly identifies the next steps for the children and is used effectively to inform the short-term plans. Therefore staff are able to fully adapt activities that offer suitable challenges to children. However, the resources are not consistently available to the children to enable them to consolidate their learning and skills in relation to writing for a purpose, role play and information technology.

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

The provision is good.

Children value each other as individuals. They learn about different cultures through the activities provided and the equipment available to them. They are made aware of the wider world through regular outings and information in books. There is a good selection of consistently available resources and images, which positively reflect our diverse society. Children take part in and learn about various celebrations and festivals. Good use of 'all about me' enables staff to gain a better understanding and build routines. As a consequence, the children are happy and settled in the nursery. Their spiritual, moral, social and cultural development is fostered.

Good behaviour, children's efforts and achievements are acknowledged, recognised and praised appropriately. Consequently children are confident and have high self-esteem. The staff speak positively to the children. They support and help them to understand simple rules, such as sharing and taking turns. As a result, the children behave well and interact with each other in a positive manner. They understand their boundaries and respond well to discussions and occasional reminders from the staff. Information about the children's progress is shared with the parents on a daily basis. Staff are particularly attentive and quickly respond to children's individual needs. Staff value children and allow them to develop their own personalities. Children therefore develop a high self-esteem and treat others with care and respect.

The partnership with parents is good which contributes significantly to children's well-being in the nursery. Staff actively seek parents' views about their children's needs and interests before they start at the setting, and continually throughout their time there. Information is shared with parents regarding their child's day and their development. Parents contribute to the child's information file, where they regularly fill in the child's progress at home and comment on the next steps for the child's learning; this information as well as the nurseries observation is then used to inform the planning. Children take work and pictures home and bring items from home relating to current themes. This effective communication between parents and staff helps to maintain consistency of care and promote children's welfare, safety and learning.

## **Organisation**

The organisation is good.

Staff work closely together as a team, creating a happy, relaxed environment in which children enjoy learning and playing together. The setting is generally well organised both indoors and outdoors; affording children space to develop in all areas of learning. They benefit from high levels of interaction from well qualified staff who are committed to providing a caring environment for them. Children's health, wellbeing and safety are promoted as all legally required documentation is in place. However, policies are not easily accessible to parents or staff; parents have to request a policy, which is then printed off the computer and staff are given policies in sections to read and comment on. Parents and staff therefore are unclear about the nurseries operational plan. Some of the policies were not available for viewing during the inspection.

The leadership and management of the nursery education is good. The manager and staff work closely together and provide positive role models. They have a good understanding of the setting's strengths and weaknesses, and changes are effectively implemented consistently within the nursery. All children therefore fully benefit from initiatives, such as the implementation of the Foundation Stage and birth to three matters.

The manager and staff demonstrate a strong commitment to the continuing development and improvement of the provision. They attend regular training sessions and work closely with their early years advisor.

Overall the provision meets the needs of the range of the children for whom it provides.

## **Improvements since the last inspection**

At the last inspection the provider agreed to ensure company policies and procedure regarding hygiene and storage of food within the kitchen area are followed; include details of Ofsted as the regulatory body in the complaints procedure and request parental permission at the time of placement to seek any necessary emergency medical treatment or advice in the future.

The nursery have had a new kitchen fitted, food is stored appropriately in the fridge or cupboards, the complaints procedure now includes the name and contact information for the regulator and written permission is sought at the time of induction to seek emergency medical advice or treatment.

This ensures the health and hygiene of the children attending the nursery is maintained, particularly in the event of an accident.

## 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 to parents, which they can see on request. The complaints record may contain complaints other than those Made to Ofsted.

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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):

- ensure parents and staff are aware of the nurseries operational plan and policies
- ensure adequate temperature is maintained in the babies changing area at all times
- ensure all children attending the nursery have unlimited access to good quality toys and equipment.

### 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):

- Provide a wider variety of consistently available resources in order to offer children the opportunity to further develop and consolidate their skills in relation to writing for a purpose, role play and information technology.

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)