

Leapfrog Day Nursery - Sale

Inspection report for early years provision

Unique Reference Number	960724
Inspection date	09 October 2007
Inspector	Teresa Ann Clark
Setting Address	90 Glebelands Road, Sale, Cheshire, M33 6LU
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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 part of the Busy Bees Group, which is a nursery chain. The provision has been registered since June 2001 and operates from a converted school, in the Sale area of Trafford. Children are based in play rooms according to their age and they all access their own individual outdoor areas as well as a large secure playground.

The nursery may care for a maximum of 66 children at any one time. There are currently 72 children on roll. Of these, 15 children are in receipt of nursery education funding. The nursery opens from 07.30 until 18.30 Monday to Friday all year round, except for bank holidays.

There are 16 staff who work with the children. Of these, 12 hold suitable childcare qualifications and one member of staff is working towards a qualification in childcare. The nursery receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a clean environment. They are developing an understanding of the need for good hygiene practices, as they wash their hands after going to the toilet and before meals. Appropriate nappy changing procedures, which meet the individual needs of the children are in place. Bedding and face cloths are regularly laundered, which effectively minimises the risk of cross infection. However, the current systems for the disposal of soiled nappies are not effective and do not minimise the risk of cross infection to children.

A high number of staff are trained in first aid. This means children receive appropriate care and attention should they injure themselves at the nursery. Children who become unwell at the nursery are provided with appropriate care. This is supported by the sick child policy, which means staff are able to contact parents quickly to alert them to the situation. Children's physical skills are developing well. Babies have sufficient space and resources to enable them to practise their rolling, crawling and walking skills. Older children enjoy playing in the large playground where they have opportunities to use wheeled toys and other equipment to promote their skills and coordination. All children have suitable opportunities to sleep or rest according to their individual needs.

Children are well nourished because they are provided with high quality, nutritious meals and snacks. Consequently, children receive a well balanced and healthy diet that takes good account of their individual dietary needs. The staff and cook are aware of the children's individual dietary needs and meet these well in practice. This ensures children remain safe and healthy. Children have access to fresh drinking water throughout the day to keep themselves refreshed. Meal times are relaxed social occasions where staff and children sit together and where children are able to take their time.

Very young children's independence skills are fostered, for example, babies make good attempts at feeding themselves. Children have their appetites satisfied because they know they can ask for more. Older children's self help skills are well fostered as they serve themselves at lunchtime and they confidently use the café style snack table, which is on offer throughout the day. This enables children to help themselves to a snack when they are hungry without disrupting their play activities. The snacks consist of a variety of fresh and dried fruits. Children are also provide with cereals and toast at breakfast time. They confidently use knives to spread butter and jam on their toast.

The needs of babies are met well by the staff. Detailed information is held about their individual dietary needs, and this is reviewed on a regular basis with the parents. This ensures continuity of care and ensures their needs are met. Staff record information about child's eating and sleeping habits to share with parents each day. Children have their clothes changed when they become soiled or wet during meal times and messy activities. This ensures children's comfort throughout the day.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a warm, welcoming environment, which is very much child centred. There is sufficient space for children to move around and play safely. The nursery has recently

been decorated and carpets and flooring are being replaced to improve the environment for children. Attractive displays of children's art work and their photographs around the nursery enhance the environment and give children a sense of belonging.

Children are confident in their surroundings and have access to a generally good range of toys and equipment to support their learning. These are stored in low level units and shelving to ensure children can access them safely. This means they are able to become engaged in purposeful play and learning activities. Children also have access to a selection of stimulating, natural materials, which staff supervise well.

Children make good use of the toys and equipment, they know where they are kept and are able to use them and replace them. However, there are some toys and equipment which are well worn and the home corners lack sufficient resources to fully support children's learning and development. The recent development of the outdoor area provides an interesting and stimulating area which is well used by the children. They have a choice between the indoor and outdoor environment for most of the day.

All reasonable steps are taken to ensure the environment is safe and secure for children. Emergency evacuation procedures are practised with the children on a regular basis, helping them to develop an awareness of what to do in the event of an emergency such as a fire. Sleeping children are kept safe as there is a member of staff with them at all times and they are frequently checked. The premises are kept secure and all visitors are signed in and out of the building. There are effective systems in place to ensure children are collected safely from nursery, which includes the use of photographs and passwords.

Staff have a sound understanding of child protection issues. The child protection coordinator has attended a variety of child protection training and has shared this with the staff. A number of staff have also attended training courses to enhance their understanding of this subject. Children are protected from harm due to the implementation of the child protection policy, which conforms to the Local Safeguarding Children Board guidance. This means staff are aware of the procedures to follow should they have a concern about a child's welfare.

Helping children achieve well and enjoy what they do

The provision is good.

A happy and relaxed atmosphere ensures children have positive experiences and enjoy their time at the nursery. They enter eagerly and are quickly absorbed in self chosen play activities. This is due to the warm, caring relationships staff build with the children, which enables them to feel safe and secure in their care. The consistent daily routine provides structure to the day and helps children to feel secure, as they know what to expect.

Staff use their good awareness of the 'Birth to three matters' framework to plan interesting activities for children under three years of age. Each child has a development file, which includes regular observations of children's development and progress. Staff use their observations to plan activities which build on children's interests and to help move them on to their next stage of development.

Staff support children throughout the day, working alongside them and engaging with the children at a variety of activities and experiences. Children enjoy painting, sand and water play and all children love to play in the attractive outdoor area. They learn about numbers through

songs and rhymes, such as 'Ten in the bed' and about simple shapes at circle time. Children are developing friendships as they play together and choose who they sit next to at snack times.

Nursery Education

The quality of teaching and learning is good. Observations and assessment systems are used very well to identify what children know and the next steps in their learning. This information is used well to inform the planning, which means children are able to make good progress. The implementation of continuous play provision indoors has enhanced the children's choice and learning opportunities, as they are able to freely select their resources and where to play. This successfully enables the children to become absorbed in play and learning activities, which interest them. However, Children do not have resources to learn about weight and measure and too few resources to find out how things work and why things happen.

Staff are skilled at asking open ended questions, which successfully enable children to think and communicate their ideas. Staff support children's learning as they join in with their play. They ask questions to make them think and use daily routines to provide meaningful experiences. Children are comfortable and at ease with staff as they put their arms around them and give them hugs. It is evident that strong and meaningful relationships are formed, which gives children a sense of trust and security.

There are several children who are new to the group and who are becoming familiar with the routine. A child tells the inspector 'It's circle time then we go outside'. Older children help the younger ones with the routine, for example, when putting on their wellingtons a child says, 'You put your shoes under the chair'. Children are developing positive relationships with each other, for example a child says out loudly, 'Who wants to play in the sand with me'. A couple of children sit together sharing a book retelling the story in their own words. Children recognise their names and older children sound out the letters of their name and write some recognisable letters. They practise their mark making skills in many areas of their play, such as outdoors with a clip board and paper and in the home corner.

Children demonstrate an understanding of taking turns and sharing, as they wait patiently for their turn when using the sponges to wash the car. They have great fun with the soapy water washing the car and say 'We are making it clean and shiny'. A child enjoys squeezing the soapy sponge and remarks that the suds look like snow. Children use a range of mathematical language in everyday conversations, such as taller, bigger and smaller. They are able to count to ten and beyond. They confidently name a range of shapes such as circle, rectangle, square and hexagon. Children's construction skills are progressing well, they are skilled at using a range of kits and building materials to create their models.

Children have many opportunities to develop their creativity through art work and role play. They pretend to be doctors treating a member of staff and use their increasing vocabulary, for example, 'We have to make you better' and 'We are going to shine a light in your ear'. They talk about familiar experiences, such as their Mummy having a new baby and their holiday to Ibiza.

Helping children make a positive contribution

The provision is good.

Staff have a secure understanding of the children's individual needs and preferences and meet these well in practice. This is effectively supported by information both written and verbal,

which is sourced from parents. Children are respectful of one another, as they generally listen well to what each other have to say. This is reciprocated by the staff who spend considerable amounts of time talking and interacting with the children, which enables them to feel valued. Clear systems are in place for making the transition from nursery to school, which means children are able to settle into their new environment well.

Children learn about the wider world through various topics throughout the year. This includes exploring various festivals, such as Eid and Diwali. They are encouraged to learn about their local community through discussion with the staff and by taking part in various charity events. This means children are developing a good understanding of the needs of others. The children's spiritual, moral, social and cultural development is fostered.

Children are well behaved. They are polite and well mannered. They respond well to the sound of the tambourine at tidy up time and eagerly put the toys away. Staff are positive role models who are polite and courteous to the children. All children receive high levels of praise from staff for their efforts and achievements, which successfully fosters their self esteem and self worth.

The partnership with parents and carers is good. The notice boards display policies and procedures, examples of children's art work, and items of interest such as menus and activity plans. Staff are friendly and approachable and they strive to build positive relationships with parents. This is further supported by regular parents evenings, which enable parents and staff to meet and discuss the children's progress. Parents are encouraged to support their child's learning by carrying out activities at home and by bringing in items from home to support topic work. Parents are not yet fully involved in contributing to children's assessments or planning for their next steps.

Parents speak highly about the provision. They speak about the improvements made to the nursery and how their children are happy and settled. Parents value the approachable and supportive staff team. Comments include 'I can't get my child out at home time' and 'Good staff team and brilliant manager'.

Organisation

The organisation is good.

The children are cared for in positive and supportive environment. Robust policies, procedures and documentation are in place. These work well in practice to promote positive outcomes for children who are cared for by qualified and experienced staff. All are suitably vetted and inducted, which means they are fully informed of their roles and responsibilities. The organisation of staffing levels ensures required ratios are met and the children receive good levels of support and attention.

A new manager has been appointed since the last inspection. She has made very good progress in developing the provision and has a stable staff team to support her. They work well together and attend regular training for their professional development. They provide a harmonious learning environment for children, as a result children are making good progress in their learning and development.

The leadership and management is good. The manager has a high regard for the development and learning of the children in the nursery. She is aware of the strengths and areas for development in the setting and is committed to the ongoing improvement and development

of the education provision. The nursery have sought advice from the advisory teacher and have made several improvements to the setting following their advice, which has improved upon the opportunities available to the children.

The nursery manager spends time observing staff practice and provides regular constructive feedback. The deputy manager oversees the delivery of the Foundation Stage. They both work with the children and staff, and spend time monitoring the effectiveness of the curriculum. Effective systems are in place for evaluating the service provided, which enables management and staff to make decisions on how to enhance the provision. Clear action plans are in place.

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

Improvements since the last inspection

At the last care inspection it was recommended that the nursery develop the resources available to children, discard worn out resources, review the organisation of resources to promote children's independence, increase resources to reflect equality of opportunity and to provide natural materials and some domestic style furniture. A further recommendation was made in relation to safety and hygiene, observations of the children and emergency contact details for children.

The nursery has made good progress in addressing the recommendations. There is a good range of toys and equipment in most areas, but less in the home corners. There are still a few toys which are well worn. A further recommendation has been raised at this inspection. Toys and equipment are stored at children's height so promote children's independence as they choose what they want to play with. There is a good range of resources which promote equality of opportunity and children have good access to natural materials. A chair is situated in the baby room for adult seating.

The nursery has clear procedures in place to ensure children are kept safe, this includes regular risk assessments. The nursery implements effective hygiene routines and practices to promote children's good health and emergency contact details are in place for all children. There are clear systems in place for observing and assessing children's progress. This information is used well to inform the planning.

At the last nursery education inspection it was recommended that the nursery provide an adequate range of resources for children to freely select from, develop the use of assessments to inform the planning, develop a system for monitoring the provision and an appraisal system for staff and to display children's own work.

The setting has increased resources available to children and have a budget for toys and equipment.

The organisation of resources encouraged children to select toys and equipment for themselves, each area is supported by the appropriate resources to support children's learning and development. The setting has worked hard in developing planning and assessment systems and continue to review these to ensure they are effective. The manager has clear systems in place for monitoring the provision and she has introduced regular support and appraisal sessions for staff.

There are attractive displays of children's work around the nursery. These improvements all enhance the care and education provided and promote positive outcomes for children.

Complaints since the last inspection

Since the last inspection there have been six complaints made to Ofsted that required the provider to take action to meet the National Standards. In April 2005 Ofsted received two concerns in relation to National Standard 2: (Organisation). Ofsted visited the premises on 20 April 2005 and actions were raised. These were satisfactorily met and the provider remains qualified for registration.

In August 2005 Ofsted received two complaints relating to National Standard 2: (Organisation), National Standard 4: (Physical environment) and National Standard 7: (Health). Ofsted visited the premises on 7 September. Actions were raised and satisfactorily met by the provider. The provider remains qualified for registration.

In October 2005 Ofsted received concerns in relation to National Standard 1: (Suitable person) National Standard 2: (Organisation), National Standard 6: (Safety) National Standard 11: (Behaviour) and National Standard 12: (Working in partnership with parents and carers). Ofsted visited the premises on 18 November 2005. Actions were raised and satisfactorily met. The provider remains qualified for registration.

In March 2007 Ofsted received concerns relating to National Standard 6: (Safety) and National Standard 7: (Health). Ofsted visited the premises on 29 March 2007. Actions were raised and satisfactorily met by the provider. The provider remains 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.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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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 hygiene practices in relation to the disposal of soiled nappies
- ensure all areas are fully resourced with good quality resources to support children's learning and development. (also applies to nursery education)

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 resources for children to learn about weight and measure and to find out how things work and why things happen

- further develop partnership with parents by involving them in children's assessments and future 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