

Leapfrog Day Nursery - Leamington Spa

Inspection report for early years provision

Unique Reference Number	EY289489
Inspection date	13 September 2007
Inspector	Anne Felicity Taylor / Paula Hunt
Setting Address	Warwick Gates Business Park, MacBeth Approach, Leamington Spa, Warwick, Warwickshire, CV34 6AD
Telephone number	01926 889110
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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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Leapfrog is a nursery run by Nord Anglia Day Nurseries and one of 88 nurseries run by the company in England and Wales. It registered in June 2004 and operates from a purpose-built building on the outskirts of Warwick and Leamington Spa. It is situated close to an industrial estate and residential areas. A maximum of 122 children may attend the nursery at any one time. The nursery is open from 08:00 to 18:00 all year round. An additional out of hours service is available at the beginning and end of the day on request. The children have access to a secure enclosed outdoor play area.

There are currently 130 children aged from three months to five years on roll. Of these, 25 children receive funding for nursery education. Children come from a wide catchment area.

The nursery currently supports a number of children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language.

The nursery currently employs 27 staff; 25 of the staff hold appropriate early years qualifications. Agency staff are available for sickness and holiday cover.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

All children enjoy various physical activities, both indoors and outdoors, that contribute to their health and well-being. All the children have easy access to safely enclosed outdoor play areas, some with all-weather surfaces. Resources, such as climbing frames and slides, are in place, which helps the children to climb and balance. They develop skills as they use push-along toys and bicycles and have space to run and play games with friends. Children take part in regular music and movement sessions and they therefore develop spatial awareness and express themselves through movement. Babies have space to develop physically with space to crawl, stand and move.

Older children learn about keeping their bodies healthy through general discussion and planned activities, for example, 'Growth'. They discuss with staff how what you eat helps you to grow and keep healthy.

Children are learning the importance of good personal hygiene routines. Routines and resources generally encourage the children to develop positive hygiene habits, for example, they are supervised as they wash their hands. However, adequate equipment is not always available, for example, liquid soap and flannels, and sometimes art sinks are used for hand washing. Hygiene practices are therefore compromised. Babies 'chat' as they have their nappies changed. Comprehensive nappy changing routines and recording are carried out. A comprehensive health and safety policy is in place which is easily available to parents, including information about infectious diseases. Parents are generally well informed about any events during the day as appropriate procedures are carried out, for example, accident recording. Consent for the administration of medication is in place. Medication is stored safely. Children are cared for appropriately if they have an accident or become ill as several staff are first aid trained.

Children are well nourished and enjoy the healthy diet offered. They are offered three meals a day plus drinks and snacks. All food is cooked daily on site from mainly fresh ingredients. The lack of organisation at meal times means that some children sit for a long time waiting for their food, meaning they become restless and hungry. Children enjoy their lunch of pasta bake with cheese and vegetables and flapjacks. Food is stored safely, as refrigeration temperatures are monitored and recorded in the main kitchen and the baby kitchen area. Babies follow their individual home routine as far as possible for bottle feeds, drinks and meals, offering continuity of care. The system for offering appropriate weaning foods is good and as the babies progress through the three stages of weaning foods available they develop well. Parents are always consulted regarding dietary needs and preferences, ensuring all individual needs are met. The interesting and varied daily menus are always displayed.

Children's individual needs regarding sleep and rest are met well, for example, meal times are flexible to allow younger children to eat and sleep. Children are comfortable on beds or in cots with individual clean bedding. Children sleep safely with close staff supervision.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a clean and secure environment. Key pads and door bells are in place and all visitors are monitored and recorded, therefore ensuring that children are kept safe.

Children are comfortable within the boundaries set by staff, including safety for outdoor play, for example, to be aware of others as they play. Generally, there is appropriate equipment in all areas of the nursery and procedures are in place for staff to check and clean all equipment and toys regularly, ensuring it is all suitable and safe for the children. Babies and toddlers have easy access to some equipment at child height, encouraging independent choice. They learn to care for equipment well as they help to tidy up. However, the range of books available in some areas is limited and positive images of all areas of equal opportunities are sparse throughout the setting, effectively limiting children's learning.

Children are kept safe because vetting procedures and inductions are in place for all staff. Minimum staff ratios are maintained and monitored by senior staff. Agency staff are used if necessary. The children are developing an awareness of safety as they practise evacuation regularly. Fire exits and evacuation plans are clearly displayed in all areas. Evacuation cots are in place for young babies. Fire safety equipment and electrical equipment are checked regularly. Risk assessments are in place and staff are vigilant about the children's safety.

Children are protected from abuse or neglect. Appropriate policies and procedures are in place. There is a designated member of staff taking responsibility for child protection. Therefore it is clear to staff who they refer any concerns to. Staff have completed training and are aware of the signs to look for and their responsibilities.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children take part in a range of activities in all areas of the nursery. Children are generally confident and secure in their age groups. They display warmth and affection for staff, with staff reciprocating appropriately. Routines and planning are in place in most areas of the nursery. However, planning and activity routines are not always used, effectively limiting the children's play and learning experience.

In all areas of the nursery, key worker staff complete observations and assessments regularly, monitoring the children's development. However, these records are not always appropriate to the stage of development of the children and they are sometimes not used effectively to inform future planning.

Children under two years are supported by staff as they develop their physical skills. Outdoor play is part of the daily routine and therefore children get lots of fresh air and space to run and play. They enjoy a variety of interesting opportunities to explore different textures, for example, shredded paper, foam and dry pasta. Children act out everyday tasks in the home corner, developing their imaginations and expressing their feelings. They develop hand movement as they join in with songs, for example, Twinkle, Twinkle Little Star.

Older toddlers are learning to concentrate and persevere as they try to put on their shoes. Staff encourage and support this developing independence. The children chat excitedly about the fancy dress party they are having in the afternoon, displaying their costumes with pride. Lots of conversation encourages their communication skills and they are learning to listen to others. Interesting themes allow the children to use a variety of media to create displays. For example, a beach display with sand and stones and a large paper mache crab. In some areas children have easy access to books, enjoying looking at them with friends or listening attentively in a group, for example, to 'Fergus's Secret'.

Younger pre-school children really enjoy story time, actively taking part in 'Bear Hunt'. They are gaining understanding about mathematics and exploring change as they complete cookery activities. They develop language and creative skills as they sing and act out songs, for example, 'We Will Build A Little House'. Children begin to use their imaginations well as they play freely in the home corner. More able children are not always challenged sufficiently as planning and activities do not always meet their needs.

Nursery Education

The quality of teaching and learning is satisfactory as the children are generally making sound progress towards the early learning goals. Staff have an adequate understanding of how children learn. However, due to recent changes in staff, there are some inconsistencies in the delivery of the education. Practitioners are not fully secure in their understanding of the curriculum and how to monitor and extend play activities to ensure children reach their maximum potential. Although staff make observations of children's progress these are not used to effectively inform the planning. As a result, some children are not always sufficiently challenged in some aspects of their learning and staff do not always offer additional support to ensure they make good progress in all areas.

Children are keen to learn and eager to try new experiences, developing confidence and self-esteem as they approach adults to ask questions and share information. They know and follow the routines of the day well. Children are developing good relationships with each other and adults, approaching visitors easily and questioning what they are doing. Children are well behaved and benefit from a calm and consistent approach that is promoted by all members of staff. They play cooperatively with each other in the home corner as they set the table with cutlery and plates for a meal. Minor altercations are dealt with in a calm and sensitive manner. Children have formed obvious friendships and play well together in small groups. They demonstrate appropriate levels of independence as they wash their hands and help with simple tasks, such as tidying up.

Children have a good range of vocabulary which they use confidently when talking to adults and peers. They communicate well, using language to describe things they imagine and as they re-create roles and experiences. For example, they talk about their food being too hot and the need to blow cold air on it, to cool it down. Children use writing materials freely and have opportunities for spontaneous mark making. For example, they enjoy drawing with their fingers in the paint, which provides interest for them and enjoyment as they observe the results. Older children are beginning to write recognisable letters of the alphabet, particularly when they write their own name. Children enjoy familiar stories and they handle books with care. However, the variety of books available is limited to mainly fiction, therefore compromising the children's understanding of using books for information.

Children are developing mathematical language as they count in songs and some everyday activities. For example, they make comparisons as they consider how tall or short they are against the sunflowers they have grown. Resources are available to prompt observations of capacity, such as filling and emptying containers in the water.

Children begin to develop their knowledge and understanding of the world as they take part in various activities which reflect the different seasons and topics relating to nature. They learn about change through observing the weather and planting and caring for seeds. Children show pride in their achievements and staff offer praise as they learn how to use equipment and

technology, such as the computer, where a matching game enables them to develop skills with the mouse.

Children's creative development is encouraged and they use a range of materials to express themselves creatively. Children paint in a variety of ways, for example, with brushes, fingers and they experiment by using resources to print. They have access to music and movement sessions where they use instruments and explore rhythm and sound. Children enjoy the role play area to pretend to be, for example, a train driver, a mummy or daddy. Imaginative play is extended because the area is changed to represent a garage, doctor's surgery or shop.

Children enjoy physical activity and learn about healthy living. They enjoy play, both inside and outside the nursery, using a wide range of equipment which promotes skills in spatial awareness and coordination. They practise using a range of tools to design and construct. For example, children collaborate, with adult support, to make a pirate ship, using recycled materials, glue and paint.

Helping children make a positive contribution

The provision is satisfactory.

Children are valued as individuals. They develop positive attitudes to others following the example set by the staff who are kind and considerate. They learn about their local community and the wider world through activities and projects, for example, festival celebrations. This learning is limited, however, by the lack of appropriate resources, for example, pictures and posters that show positive images of culture, ethnicity, gender and disability.

Staff exchange information with parents on a daily basis and generally children's progress and achievements are observed and recorded during the daily routine. Staff have experience of children with special educational needs and there are arrangements in place to meet their needs. Children's social, moral, spiritual and cultural development is fostered. Children are encouraged to be kind to younger friends and are encouraged by staff to take turns and share. They begin to understand right from wrong through the consistent boundaries being set and the age appropriate methods staff use to manage behaviour, for example, distraction and explanation. There is a member of staff responsible for behaviour management issues and therefore the support network for the staff team is consistent. Children's self-esteem is enhanced as they are praised for their efforts and achievements.

The partnership with parents and carers is satisfactory. Children benefit from the relationships between parents and key worker staff, developing their involvement in their child's care, for example, dietary needs and routines for small babies. However, parents are offered very little information regarding the education curriculum for three- and four-year-olds. Therefore they are not fully involved in their child's learning. Parents receive generally satisfactory information through the folder available, giving them details of the setting's policies and procedures. At present, parents have access to very little written information about their child's educational progress because assessments and planning have not been completed in full. This limits the contribution parents and carers can make to their child's learning at home in order to establish effective learning and development.

Organisation

The organisation is satisfactory.

Children develop and learn in a satisfactory manner with the care and activities offered in the nursery.

Leadership and management is satisfactory. Sound recruitment and vetting procedures are in place. Staff receive satisfactory levels of support and encouragement from management, including regular staff meetings. They are encouraged to attend training and act upon advice given by other professionals, such as advisory teachers. However, some areas of training are not addressed and therefore staff struggle to plan and offer exciting and appropriate learning opportunities, for example, Foundation Stage training. Staff are striving to work for the benefit of the children. However, the movement of staff and the use of agency staff does not support team work and continuity of care for some children. All staff are able to contribute to the plans and share ideas for activities. In some areas activities and plans are evaluated on a regular basis to identify the strengths and weaknesses and the impact these have on the children.

Children are cared for in an environment where their welfare is the priority and staff aim to meet all their needs. Babies and children, including those needing extra support, receive individual attention because the required minimum ratios of staff to children are monitored and maintained. The organisation of the play areas ensures that all the children have plenty of clear play space, with easy access to some equipment.

Procedures and policies generally support the staff in working successfully in partnership with parents and carers. Some generic information for parents is not relevant to this particular setting and some is inaccurate, e.g. the number of first aid trained staff. This may cause parents to be misled or confused. Children benefit as their families are welcomed into the setting. Overall children's needs are met.

Improvements since the last inspection

Following the last inspection the setting was asked to monitor and minimise the movement of staff and to offer children additional opportunities in developing their independence skills. Limited progress has been made in these areas and both are carried forward in this inspection in order to improve continuity of care and develop children's independence.

The setting was also asked to review policies and documentation and to ensure accident records are completed. All policies and procedures have been reviewed and accident recording procedures are followed. Generally, this keeps parents well informed about their child and the service offered at the nursery. However some information given to parents regarding the nursery is not accurate which may mislead parents.

The nursery was also asked to ensure that sufficient supplies are in place for the care of the children and that a wide range of resources are available in order to offer a balance of play. Some progress has been made in this area. However, adequate supplies of some equipment are not available, for example, liquid soap and flannels. The range of books for older children is limited and equipment to reflect diversity is sparse throughout the nursery. Therefore, care and education can be compromised and these issues are carried forward in this inspection.

Complaints since the last inspection

Concerns were raised in February 2005 about a high turn over of staff and the use of agency staff, the vetting process with regard to new members of staff and an incident which involved an alleged allergic reaction in a child. These concerns relate to National Standard 1: Suitability, National Standard 2: Organisation, National Standard 7: Health, and National Standard 12: Working in partnership with parents. Ofsted asked the provider to conduct an investigation and report back within 10 working days. The provider reported back and has identified the following actions that they have taken to address the complaint: to re-iterate to all staff the importance of ensuring that adult to child ratios are maintained within rooms at all times, parents are never left alone with other people's children at any time and communication with parents with use of diaries is maintained. Ofsted therefore took no further action in this matter. The provider remained qualified for registration.

Concerns were raised in August 2005 following an accident to a child at the nursery when the child was not supervised. These concerns relate to National Standard 1: Suitability, National Standard 2: Organisation, and National Standard 6: Safety. The nursery carried out an investigation at the time of the incident and they reviewed their own procedures with regard to supervision of children, specifically in the toilet area. Ofsted asked the provider to send a report within seven working days. The provider reported within the given timescale, demonstrating how they monitor the implementation of the revised procedures to ensure they are followed through. The provider also explained what disciplinary measures were undertaken as a result of the complaint to them. The provider remained 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.

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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):

- improve hand washing routines with special respect to ample appropriate equipment being available
- improve lunchtime routines to ensure children do not wait at the tables for long periods of time before food is served
- improve the range of toys and equipment that reflect diversity and all areas of equal opportunities throughout the nursery
- limit the movement of staff to ensure continuity of care with special reference to babies and toddler

- review the information given to parents to ensure it is a true reflection of policies and practice.

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 practitioner's knowledge and understanding of the Foundation Stage and the under-pinning principles
- improve the choice and variety of books available to include factual and reference books
- ensure comprehensive planning is in place to offer children learning opportunities in all aspects of the Foundation Stage
- develop further opportunities for children to make choices and develop independence skills in routine activities
- improve procedures to inform parents about the Foundation Stage to enable them to be fully involved in their child's learning
- ensure records of progress are completed routinely and used appropriately to aid individual 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