

Leapfrog Day Nursery - Birmingham, Aston
Inspection report for early years provision

Unique Reference Number	229181
Inspection date	13 August 2007
Inspector	Kashma Patel
Setting Address	Richard Street, Aston, Birmingham, West Midlands, B7 4AA
Telephone number	0121 333 3733
E-mail	aston.locks@pcnurseries.com
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 Day Nursery is one of a chain of nurseries run by Nord Anglia. The nursery operates from a purpose built single storey building in Birmingham. Four main rooms are used to care for children, in which they are grouped according to their age. A large enclosed outdoor play area is also available for the use of children. The Nursery operates five days a week all year round and is open 07.30 - 18.00. Children attend for a variety of sessions.

There are currently 53 children under five years on roll. Of these, 12 children receive funding for early education. The setting supports children with learning difficulties and/or disabilities and those who speak English as an additional language.

The nursery employs 20 members of staff who work directly with the children. Of these, 16 staff hold and appropriate early years qualifications, whilst other staff are 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 satisfactory.

Children's health is promoted because staff implement appropriate health and hygiene routines. For example, staff remind children to wash their hands before food and after playing in the garden. Protective clothing is worn during nappy changing procedures and when serving food which minimises the spread of infection. All staff have a current first aid certificate, which means they can respond to accidents appropriately.

Children have access to a well-equipped outdoor area which contributes to their physical development and promotes a positive attitude towards exercise. However, children's access is limited due to lack of shade in the garden. This means that children do not get sufficient fresh air and exercise on sunny days. Younger children use a wide range of equipment both indoors and outdoor to develop their early physical skills.

Children in receipt of nursery education have some access to the outdoor play area to promote their large muscle skills. They enjoy digging in the garden with a variety of tools and also use the slide and tyres to promote skills in their co-ordination and balance.

Children are well-nourished because they enjoy a good range of healthy meals and snacks such as crackers and fresh fruit. Individual dietary requirements are recorded and also displayed on the food trolley to ensure children receive appropriate food to promote their well-being. Older children are provided with jugs of water and juice in their rooms, whilst younger children are offered regular drinks to ensure they are well hydrated.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are appropriately cared for in the nursery where posters, pictures and their art work is displayed to create a child friendly environment. Staff carry out daily visual checks both inside and outside, however, some safety issues in the garden were left unidentified. For example, a wooden bench and drain covers were damaged and accessible to children, consequently this hinders on their safety. However, the bench was removed on the second day of inspection. Signing in systems for children, visitors and staff are in place to promote safety in the setting.

Furniture, equipment and play resources are in good condition and meet the needs of the children. They are stored safely in child height furniture to encourage children to make independent choices. Younger children enjoy exploring a range of natural materials in the treasure baskets whilst older children help themselves to books and role-play equipment.

Children's welfare is adequately promoted because all staff have a suitable understanding and knowledge of child protection procedures. However, some significant events are not reported to appropriate authorities and Ofsted within timescales. Consequently, this compromises children's well-being. A complaints log is in place, but does not contain some of the required information from Ofsted.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, confident and settled within the setting. Babies and younger children enjoy lots of cuddles and interaction from staff who are caring and enjoy taking part their play. Early communication skills develop as children babble and make sounds to attract staff's attention. They enjoy a variety of messy activities such as sand, water and painting. Children are absorbed as they look at bubbles as they appear from the bubble machine and older children try to catch them.

Younger children's learning is promoted through the staff's appropriate knowledge of child development and the use of the 'Birth to three matters' framework. Staff extend children's development by talking and encouraging them to crawl towards them which promotes their physical skills. Children use equipment and furniture to help them stand up and move around the room.

Nursery Education

The quality of teaching is satisfactory. Staff demonstrate a sound knowledge of the Foundation Stage. The pre-school room has clearly defined areas which cover the six areas of learning. For example, the messy play area has the sand and water as well as the paint. The mathematics area has opportunities for mark making and children write for different purposes in the role-play area. Staff plan an appropriate range of activities, however, they do not fully involve children in their learning. For example, staff do not ask children to help out with routines such as setting up for snack time or putting toys out. This leads to children being bored and restless, which impacts on their behaviour and learning. There are appropriate systems for monitoring children's development and recording their progress to enable staff to plan for their next steps in learning.

Children are confident and show positive attitudes towards learning. They develop their confidence and independence as they freely access books and toys from the shelves. They also remind each other not to wear shoes on the carpet. Children are patient whilst they wait for their turn to take part in the egg and spoon race. They show care and concern for their friends as they praise them when they are close to the finish line.

Children develop their confidence in the writing area, where they are provided with an appropriate range of resources such as notepads, pencils, and rulers. In the role-play clinic they use paper and pens to book appointment. Children recognise their names on their work trays and coat pegs. More able children can identify other children's names and attempt to write their names on their work. Children learn about sounds as play with musical instruments and play games such as "I spy".

Children show interest in numerals which are displayed in their environment. They count confidently up to 10 and more able children can count up to 20. They also use routines such as snack and circle time to count the children. Staff miss opportunities for children to develop problem solving skills, for example they give out plates and cups instead of letting children work out how many they need. Children learn about volume and capacity as they fill up different sized containers in the sand and water play.

Children show interest in technology, they use the computer independently and ask for their favourite programmes. They use the scales and v-tech toys in the doctor's surgery to book patients in for appointments. Children extend their knowledge and understanding of the wider world as they learn about other cultures and customs through topic work. They develop their

creativity as they play with shells, pebbles and worms in the garden. Fine motor skills develop as children use tools and resources such as puzzles, crayons and small world toys.

Helping children make a positive contribution

The provision is satisfactory.

Children are valued and respected as individuals and have equal access to a wide range of resources and activities which help them to learn about the wider world, for example books, puzzles and small world toys. They learn about other cultures through celebrations such as the Diwali and the Chinese New year. Children with learning difficulties and/or disabilities are well supported in the setting which enables them to take part in all activities. Children who speak English as an additional language are also well supported through appropriate partnership with parents. Children's spiritual, moral, social and cultural development is fostered.

Most children are generally well behaved and are settled into their environment. Younger children are learning to take turns and share toys whilst older children help staff tidy away toys and equipment. On some occasions older children are not fully involved in what's going around them. Consequently, this makes them restless and they display negative behaviour due to lack of appropriate interaction from staff.

Positive and friendly relationships have formed between staff and parents, which contributes to children's well-being. Parents are encouraged to share information about their children's needs through regular discussions. All children have detailed development records which are passed through the nursery providing consistency in care for children. Parents receive information about the setting through regular newsletters and the nursery prospectus.

The partnership with parents and carers is satisfactory. Children benefit from the open relationships between parents and staff. Some systems are in place to involve parents in what their children have been doing, for example, daily written information is sent home. However, further planned opportunities for parents to participate in and extend their children's learning is limited. Parents commented that they were happy with the care they receive and also have recommended the nursery to their friends.

Organisation

The organisation is satisfactory.

Children benefit from being cared for by caring staff who enjoy their roles and develop warm, positive relationships with the children in their care. Vetting and recruitment procedures ensure that all staff are appropriately qualified and have the necessary experience to work with young children.

All required documentation is in place to promote children's sense of well-being. However, child protection procedures are not followed through within timescales which impacts on children's well-being. An appraisal system is in place to assess staff's development needs.

Leadership and management is satisfactory. Staff and management work well together to identify their own strengths and weaknesses through regular meetings, however, a system to monitor and evaluate the effectiveness of the education programme is not in place. This results in some weaknesses in the curriculum planning. Staff receive regular support from the local authority and show commitment to develop their knowledge through regular training.

Overall children's needs are met.

Improvements since the last inspection

At the last care inspection the provider was asked to: ensure that hygiene procedures are monitored so that children enjoy effective protection against illnesses and infections; ensure that correct staffing ratios are maintained at all times, and that the relevant documentation is completed in respect of the designated manager so that the relevant checks can be completed.

At the last nursery education inspection the provider agreed to: ensure that practitioners assess, monitor, support and value children's progress, and that staff are more active in their support of children's day to day activities to extend children's learning opportunities; ensure that leadership and management are effective in supporting staff deliver an effective service to all of the children that attend; ensure that children's behaviour is managed effectively so that they are able to appreciate and take into consideration the needs of others.

The provider has made satisfactory progress since the last inspection. Children's health is promoted because there are effective hygiene routines in place such as hand washing practices. Staff also wear protective clothing during nappy changing procedures and when serving food. Correct staffing ratio's are maintained because senior managers monitor children's attendance throughout the day to ensure their safety and welfare is promoted.

Children are also making suitable progress in their learning. Staff regularly assess and record children's progress which is shared with parents. They plan a suitable range of play opportunities however, they do not fully involve children in routines which leads to them being unoccupied for short periods of time. At present the nursery does not have a system to monitor the effectiveness of the educational programme which means there are some weaknesses in how children are supported in their learning. There has been some improvement in children's behaviour as they share and take turns, however on some occasions they lack sufficient support from staff who are involved in other duties.

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 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

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 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 opportunities for children to have frequent access to the outdoor area by ensuring there is appropriate protection from the sun (also nursery education)
- improve children's safety by minimising hazards in the garden
- ensure child protection procedures are followed through without delay.

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):

- improve opportunities for children to be fully supported and involved in their learning to minimise negative behaviour
- improve opportunities for parents to become involved in their children's learning at home.

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