

Leaps & Bounds Day Nursery

Inspection report for early years provision

Unique Reference Number	103163
Inspection date	13 March 2008
Inspector	Nicola Jayne Pascoe
Setting Address	Petherton House, Kenwyn Road, Truro, Cornwall, TR1 3SH
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Registered person	Betty Pamela Loveland-Heather
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?

Leaps and Bounds Day Nursery is privately owned. It opened in 1998 and operates from eight rooms in a large Victorian house. It is situated in the city of Truro, Cornwall. A maximum of sixty children may attend the nursery at any one time. The nursery is open each weekday from 08:00 until 18:00 for fifty-one weeks of the year. All children share access to several, secured and enclosed outdoor play areas.

There are currently 122 children from three months to five years on roll. Of these, 31 children receive funding for nursery education. Children generally come from the Truro area, as most of their parents travel in to work in or around the city. The setting currently supports a number of children with learning difficulties and/or disabilities and children who speak English as an additional language.

The nursery employs 20 members of staff, of those working directly with the children, 16 have early years qualifications to NVQ level 2 or 3. There are three members of staff who are currently working towards a further qualification. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children and babies benefit from the established health and hygiene procedures followed at the nursery. They have use of clean premises, toys, resources and equipment. The baby room is a shoe-free zone, which is an effective measure to ensure that carpets are kept in a clean condition, in order that babies can crawl, roll and play in a hygienic environment. Children regularly and routinely wash their hands throughout the day. For example, after messy play, before snack and meal times and following use of the toilet. They have use of liquid soap, temperature regulated water and individual paper towels for hand drying, which effectively reduce any risk of cross-infection. Babies are kept clean throughout the day by diligent staff, who wipe their noses, hands and faces as and when required. Staff wear latex gloves and use a clean mat for changing nappies and there are appropriate procedures for their hygienic disposal. A record of nappy changes is shared with parents and carers. There is evidence that babies and children who are sick or injured are cared for sensitively and appropriately by a staff team who are all qualified in first aid. Accident and medication records contain sufficient detail and are shared with parents. However, following administration of medication, parents do not countersign medication records to demonstrate their agreement to the process followed.

Children enjoy daily opportunities to enjoy fresh air and physical exercise, as they use the well-resourced and spacious outdoor areas for play and learning opportunities. Children dress appropriately for the weather in waterproof coats and boots. There is a large building which contains a 'Rumpus Room' situated in the garden area, children are eager and excited to use this and a rota ensures that all children and babies have regular access to these facilities. Children freely access fresh drinking water throughout the day, as they all have a designated cup which is sterilised each evening and refilled as and when required. A balanced and nutritious range of meals and snacks are prepared using fresh ingredients. These are cooked on the premises each day, in a clean and hygienic kitchen. Children and babies sit socially to eat and it is clear that they all relish their food. A sufficient quantity of food is provided for children's individual growing needs and children and babies are able to have more if they wish. Some babies and younger children show increasing levels of skill in using appropriate utensils to feed themselves and older children are encouraged to take responsibility for collecting their utensils before eating. Children and babies specific dietary requirements are identified, respected and are met appropriately.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Babies and children are cared for in safe and secure premises, which are well maintained. There are good procedures in place to ensure that children cannot leave the premises unsupervised and that unauthorised persons cannot enter. Visitors to the nursery are monitored effectively and there are suitable systems in place to ensure that children are released to authorised persons only. Staff follow comprehensive written risk assessments to maintain children's safety, daily visual checks are carried out prior to children arriving and staff are vigilant throughout the day to ensure children are protected from harm. Children and babies benefit from use of designated rooms, which are well organised to provide safe and suitable areas in which they may develop their increasing levels of independence.

Children and babies are supervised appropriately for their age and stage of development. Equipment is organised well to ensure children have sufficient space to manoeuvre safely in their rooms, without risk of trips or falls. Outdoor areas are fully enclosed, safe and suitable for exploration and physical play under the watchful eye of supervising adults. Children and babies cannot access unsuitable areas, such as the kitchen and laundry room, as safety gates are in place. Radiators are inaccessible as they are protected with sturdy, secured covers. Babies and children benefit from regular opportunities to practise emergency evacuation procedures to develop their confidence and familiarity. The registered person and staff are confident in their ability to identify, record and report any child protection concerns appropriately if required, following the local safeguarding procedures.

Helping children achieve well and enjoy what they do

The provision is good.

Children and babies benefit from being cared for in individual rooms, which are well resourced and provide free access to an interesting and stimulating range of toys, resources and equipment. The organisation of these rooms enable all babies and children to freely access favourite toys and develop increasing levels of independence. All babies and children follow carefully developed plans, which are linked to a whole nursery topic and which are specifically tailored to their own individual abilities. Even the very youngest babies and children are encouraged to explore an interesting range of mediums such as paint, sand, water and a selection of natural materials for heuristic play.

Children and babies are cared for in smaller, social groups, by their designated key worker. As a result, the nursery promotes a sense of family. Each room buzzes with the noise of busy children and babies, who are actively engaged in stimulating, worthwhile and purposeful activities. Staff sit on the floor to enable them to interact effectively and provide high levels of praise, encouragement and support. The outdoor learning environment is valued and used exceptionally well to promote children's learning and development of physical skills. Children and babies have several opportunities each day to use the outdoors to play freely, grow plants and vegetables, explore the wooded area and enjoy the large 'Rumpus Room', which is a separate building situated in the garden area. Babies have use of a clean carpet which is placed outdoors when dry to allow them to crawl, roll and play in the fresh air. During wet weather they wear protective clothing and are taken for walks in their pushchairs, which have rain covers.

Nursery Education.

The quality of teaching and learning is good. Staff are knowledgeable and experienced in the use of the Foundation Stage curriculum to plan good opportunities for children to make progress along the stepping stones, towards the Early Learning Goals. They have developed appropriate systems for planning, observing and assessment. However, these require further development to ensure they show how next steps have been identified, planned for and met. Children enjoy opportunities for whole group time at the beginning of the day, to explore and discuss the weather, record the day and date and discuss and decide upon what they will choose to do from the planned activities and free play resources available. There is a broad and balanced range of daily activities provided, which effectively support learning in all areas.

Children are developing their ability to identify shapes and size when making musical instruments during junk modelling. They count, add and subtract during daily routine activities. Children listen, concentrate and communicate well during group discussion time, they are confident to suggest ideas in the knowledge that adults will listen to and value their opinions. Daily free

access to age appropriate computer programmes promotes children's use of technological equipment and provides opportunities to practise their problem solving skills. Children are creative and imaginative in their use of the role play shop, where they initiate, cooperate and negotiate successfully with one another to maintain harmonious play. Children's physical development is promoted through their use of small tools, construction and craft. Outdoors they can use the Rumpus Room or outdoor play areas, to increase their gross motor skills when climbing, running, sliding and when completing the obstacle course. Overall, children are engaged in a stimulating and balanced range of opportunities to effectively promote their learning.

Helping children make a positive contribution

The provision is good.

Children and babies benefit from being cared for by a designated key worker, who liaises with parents and carers to establish children's individual preferences, interests and abilities. As a result, their specific needs are planned to be met and therefore children and babies are generally settled, happy and content. Staff plan to ensure that a good range of resources and visual aids are provided, along with planned activities, to promote a positive awareness and understanding of people's differing beliefs and abilities. Children with learning difficulties and/or disabilities and those children who speak English as an additional language have their differences respected and receive high levels of support. Children and babies benefit from the recent introduction of 'signing', as an alternative form of communication. As a result, children and babies of all abilities are able to participate in discussion, express views and needs, make suggestions and share experiences.

Children follow the good examples of staff and are well behaved, kind and considerate to others. Babies are busy and occupied in self-chosen play and are well supported and cared for by their key worker. Older children are developing the ability to cooperate, negotiate and maintain harmonious play with their peers. They wait patiently to wash their hands in turn, before meal and snack times and form an orderly queue to walk safely downstairs when accessing the outdoor play area. Children are developing good manners and are treated with respect by staff, who are good role models. The partnership with parents and carers is good. The entrance foyer is attractively decorated with examples of children's work, notice boards display vast amounts of useful information for parents and leaflets are available on tables along with newsletters and nursery policies and procedures. Staff are welcoming, helpful and informative, greeting children and their parents and carers at the door. Good levels of verbal information sharing takes place each day, as children arrive and are collected. Formal meetings take place with parents and carers to provide an opportunity to share children's records of progress. Children have folders of work, which are available to share with parents and carers at any time. Children are encouraged to bring items from home to support topics and to share with their peers. Children's social, moral, spiritual and cultural development is fostered.

Organisation

The organisation is good.

Children and babies are cared for by a well qualified and experienced staff team. They are led by a committed and knowledgeable registered person and an enthusiastic and dynamic nursery manager. The recent appointment of a business manager allows the manager to focus her time on ensuring that the nursery is well organised and staff are well supported. Staff demonstrate confidence and competence in their role and responsibilities. As a result, children and babies

are well cared for and are able to flourish in a safe and secure environment. Staff are committed to further training and development, they actively seek support and advice from the local authority and keep up to date through early years publications. There is a suitably qualified and experienced deputy in place and appropriate contingency plans in the event of an emergency.

Leadership and management are good. The registered person works closely with the manager to foster a family atmosphere, where children's individualities are respected and valued. Staff have formed strong and trusting relationships with the children and their families, effectively promoting high levels of information sharing. The nursery has established links with the local schools to provide opportunities for teacher visits, enabling children a smooth transition into school life. The staff appraisal system is used effectively to monitor and evaluate the provision of nursery education. Nursery documentation is stored securely, updated regularly and shared appropriately with parents and carers as and when required. Confidentiality is respected and effectively maintained. Overall the setting meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection the nursery agreed to improve the use of space, to provide sufficient opportunities for all children to develop their personal independence through free access to a suitable range of toys, resources and equipment. Children and babies now have use of well resourced rooms, which provide them with free access to a wide range of age appropriate and stimulating toys, resources and equipment. As a result, children and babies demonstrate high levels of confidence and independence.

They also agreed to improve the systems used to effectively monitor access to the premises. The premises are now kept secured at all times and visitors to the setting are monitored appropriately. As a result, children cannot leave the premises unsupervised and unauthorised persons cannot enter, which effectively maintains children's safety.

The nursery were required to improve the systems used to effectively maintain radiators at a safe and suitable temperature. Children and babies are now protected from harm as radiators have now been made safe with robust, purpose made covers.

The provision of nursery education was to be improved by developing and implementing systems with which to formally obtain and share information regarding children's abilities on entry to the setting, the provision of nursery education and children's progress and achievements. Parents and carers are welcomed into the setting and have free access to a wide range of visual displays, newsletters and opportunities for daily discussion with their child's key worker. Formal meetings are also planned to enable records of children's progress to be shared. As a result, parents and carers are kept well informed and are able to be actively involved in their children's learning.

The setting also agreed to develop the use of children's assessment records to identify individual learning intents and to influence future planned activities. Children's assessment records now contain appropriate targets for children's individual 'next steps'. However, these are not linked directly to observations of children's progress or to future planned activities.

Finally, the nursery agreed to develop the use of daily routine activities to promote mathematical vocabulary and problem solving. The daily routine is now used to count, add and subtract.

Computer programmes promote children's ability to problem solve and children explore shapes and sizes when enjoying junk modelling to make musical instruments.

Complaints since the last inspection

Since the last inspection there has been one complaint made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. In May 2006 concerns were raised about inappropriate behaviour management techniques. These concerns related to National Standard 11: Behaviour Management. Ofsted asked the provider to conduct an investigation and report back. Following this response Ofsted conducted an announced visit to the premises on 27 June 2006 to discuss the matter further with the provider and found that the provider was meeting Standard 11. Ofsted, however, issued one action under Standard 12 to maintain a record of complaints and ensure appropriate information from that record is shared with parents on request, and one recommendation under Standard 2 to extend staff induction process to include sufficient opportunities for development of their knowledge and understanding of the nursery's policies and procedures. A response to the action was received on 10 July confirming that a complaints folder had been opened. 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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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 children's medication records are countersigned by parents and carers, following the administration of any medication.

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):

- further develop the observation, assessment and planning records to provide evidence to show how children's individual 'next steps' have been identified, how they link to future planned activities and how and when they are met.

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