

# Leapfrog Day Nursery - Chiswick

Inspection report for early years provision

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<b>Unique Reference Number</b>	116179
<b>Inspection date</b>	25 March 2008
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<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 satisfactory. 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, Chiswick opened in 2001 and has been part of the Busy Bees Group since September 2007. The nursery operates from a detached building with base rooms set over two floors. It is situated in Chiswick within the London Borough of Hounslow. A maximum of 78 children may attend the nursery at any one time. The nursery is open each week day from 07.00 to 19.00, throughout the year. All children have access to an outdoor play area. There is a lift available to the first floor.

There are currently 86 children aged from three months to under eight years on roll. Of these 21 children receive funding for nursery education. Children come from the local area. The nursery has systems in place to support children with learning difficulties and/or disabilities and children for whom English is an additional language.

The nursery employs 15 staff, including a cook. Of these eight staff, including the manager hold appropriate early years qualifications and four staff are working towards a qualification. There are peripatetic teachers for French, music and physical exercise.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is satisfactory.

Children are well nourished and their individual dietary needs understood and met. Staff are aware of any allergies children have to ensure only appropriate food is given. However, the list of children and their allergies is displayed on the notice-board and on place mats, which does not maintain confidentiality. The placemats are becoming old and difficult to wipe and keep clean. Fresh food is prepared daily and children eat healthy meals and snacks to help meet the recommended five fruit and vegetable portions each day. Children are beginning to learn about making healthy food choices. Children aged under two are fed carefully by the staff and babies are held when being bottle fed. Comfortable seating is available to staff to enable them to give children support and a cuddle. Staff sit with the children at mealtimes which encourages children's good eating habits. Children are beginning to learn independent skills, such as, pouring their own drinks and sometimes serving food. However, this independence is not consistently supported by staff in the pre-school room to extend learning for older children. Children have access to drinks enabling them to become aware of their own bodily needs and remain hydrated. However, the system for name labelling and monitoring the cleanliness of the cups does not support hygiene practices to thoroughly safeguard children's health.

Children play in a clean and welcoming environment. Staff 'clean as they go' using anti-bacterial products to keep toys and surfaces fresh. Contracted cleaners clean the nursery each day, giving the carpets a thorough steam clean every three months. However, outdoor shoes are worn by staff in the baby room which does not protect crawling children from possible contact with shoe-borne hazards. Children are protected from cross-infection because staff maintain high standards when changing nappies and when serving food, by wearing aprons and gloves. Children use paper towels to dry their hands which prevents cross-contamination. There is no system to ensure the staff facilities are well stocked with paper towels, to ensure staff personal hygiene is maintained. Children sleep on clean linen, washed daily. There are suitable sleeping arrangements in the nursery to meet children's individual needs and to adhere to parents' wishes for their child's routine. Children receive appropriate treatment in the event of an accident as the majority of the staff have first aid training. The documentation in place to record accidents and medication is well kept and signed by parents to ensure children's safety.

Children are able to develop their physical skills in daily outdoor play. The equipment is age-appropriate and appealing for the children. The outside area has a soft surface to further ensure children's safety should they fall.

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

The provision is satisfactory.

Children and parents enter a welcoming environment. The premises are safe and secure, well organised and used appropriately to promote children's development. Children's work and colourful posters are on display at their eye level, toys and resources are available to be appealing to children in each of the base rooms. The nursery has sole use of the building and offers suitable kitchen, toilet, office, staff and disability access facilities, including a lift to the first floor. A car park behind the nursery and no parking meter fees before 09.00, enable parents to drop off children in safety. The outdoor play area is securely fenced and equipped with a range of age appropriate resources to encourage children's play in the fresh air; the area for

babies is separate which prevents any accidental injuries or disturbance from more active children.

Children have access to a varied range of safe, well-maintained furniture, equipment and toys that meet the varied developmental and learning needs of the children. The baby room is carpeted and has soft furnishings and comfortable cushions for the children to sit. The high and low, chairs have suitable restraints to keep children safe while eating or when taking part in a messy activity, such as, painting. Activities are available on a daily basis which encourage children's creativity and imagination and provide sufficient challenge. A selection of toys, books and pictures provide children with positive images of the wider world and cultures within the local community, developing their understanding of diversity.

Children are kept safe within the nursery and on outings as suitable precautions are taken to prevent accidents. Risk assessments and daily checks are carried out so hazards are minimised, for example, checking the play area before children go outside. A bell and intercom system enables staff to monitor entry to the nursery. Parents are provided with a fob to activate the front door lock; they have a secure password system should another person have to collect a child. These measures ensure children's safety. There are fire safety precautions in place including, extinguishers and a fire blanket in the kitchen. The alarms are tested each month, however, a full evacuation drill has not been done since last year, this lack of regular practices does not ensure staff and children can leave the premises quickly.

Child protection procedures are in place which comply with current regulation, to ensure their safety and welfare. Staff demonstrate an understanding of their responsibility to the children in their care and to take appropriate action should concerns arise. Their knowledge and understanding is updated through regular staff meetings and training. The nursery has systems in place to ensure staff are suitable to work with children and staff who are not yet vetted are not left alone with children. However, the registration system does not effectively demonstrate which rooms staff work in or how staff are deployed to maintain the staff to child ratios at all times to thoroughly safeguard children's wellbeing.

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

The provision is good.

Children are settled in the nursery and leave their parents and carers easily. Staff support children's play and learning by using aspects of the Birth to three matters framework to make activities effective and interesting for the children. In all the rooms for children under three, they are able to self-select toys from low-level storage. Staff encourage children to take part and explore materials, for example, delving into the basket to see what surprises come out. Children delight in the music and movement sessions and enjoy the familiar songs and making noises with instruments. Children have opportunity to role-play and use their imagination and the babies get messy playing with paints and feeling the texture. Children are growing in confidence and are beginning to make their preferences known. Staff respond to children with kindness and see to their needs quickly, encouraging early communication skills through good interaction. Staff are aware of the need to maintain consistency within the rooms to enable relationships to flourish, however, this is not always possible as staff sometimes need to change rooms to provide suitable staffing levels.

### **Nursery Education**

The quality of teaching and learning is good. Staff have a sound understanding of the stepping stones and the Foundation Stage; the curriculum guidance book is a well used resource to provide a wide range of activities from all areas of learning. However, this planning does not take into account children's differing needs or include the next steps to be carried out to help children progress. Staff know the children well and are able to write a report of children's achievements through the stepping stones at the end of each year. However, there are few regular, dated, written observations of children's achievements to monitor their progress over time. This does not enable any gaps in children's learning to be identified quickly or enable staff to plan activities which differentiate for less or more able children. The record of children's time at the nursery 'All about me' has examples of children's work and photographs from birth to five. Planning, devised by the nursery chain, covers all six areas of learning and photographs show that children cover a wide range of subjects. The Early Years advisor from the London Borough of Hounslow is available for help and advice.

At present the topic for the month is transport. Children's artwork reflects this as they have drawn their own versions of buses, trains and cars without adult intervention or stylised templates. Staff value children's work which is on display, raising children's self-esteem. During story time the staff talk about the transport children use to come to nursery. However, the environment is not arranged to reflect this topic to extend children's learning and imagination, for example, the home corner might well be utilised as a travel agent to encourage children's participation.

The children are keen to learn and participate in the suitable range of daily activities offered which are organised to be accessible to children. The layout of the pre-school room offers clearly defined areas of learning, for example, areas for books, media, construction, role-play and messy activities in water and sand. The room is visually stimulating and rich in print, well labelled resources, words and alphabet. Children have ample opportunity to recognise their name and are beginning to understand that print carries meaning. A good selection of writing materials are available to encourage children to write for a purpose, note-pads, paper, clips, glue and post-it notes are all within reach. However, the writing table is empty and not appealing to entice children towards it.

Children construct with blocks and Duplo and use mathematical language, such as, bigger than, to compare size. Through the fun of water and sand play they are beginning to understand weight, capacity and volume as they fill containers. However, the written number line and other mathematical equipment are out of children's sight and reach. Children aged four years show they can match amounts to written numerals by putting, one, two and three counters over the correct number. The circle time is used for rote learning which reinforces children's knowledge of counting to 20 and beyond, reciting the days of the week and months of the year, and recognising their five senses and shapes and colours. Children have time to complete worksheets relating to numeracy and literacy. The tasks that they are given are age-appropriate and children and parents are pleased to help children complete these tasks at home.

Children have use of a computer, although it is not working at present because of a lack of mouse, a CD player and headphones which plug in for children to use with story discs. This promotes children's knowledge of technology as an everyday resource. Staff provide an environment that reflects the background of the children and the wider community. They are beginning to learn about cultural festivals, such as, Chinese New year and Easter, in planned activities. Children are able to explore the local area and have outings to the supermarket, park and library. To maintain safe staff ratios these outings tend to be on days when fewer children are in the nursery, so not all the children have regular opportunities to participate.

Children are friendly, helpful and cooperative. They tidy away when asked and daily helpers put out chairs for lunch. Staff praise and reward children frequently, often giving children a stamp on the hand, this raises confidence. Staff act as good role models for the children's behaviour and set boundaries and simple rules to follow to encourage cooperation. However, there are few opportunities at meal times for children to learn new social skills, such as, using cutlery effectively, setting the table or using simple calculations, such as, how many plates they may need. Staff in the pre-school room do not effectively encourage children's independent skills at this time. Children are independent in their self-care skills, such as, toileting and hand washing when needed.

Children use some small equipment with dexterity and for the correct purpose, such as, glue-sticks. Outside they are developing physical skills, such as, climbing, throwing and catching. The garden is used daily to enable children to use larger pieces of equipment to improve their physical development outside in the fresh air. A music teacher and physical exercise instructor come into the group each week to provide sessions which promote active exercise and movement.

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

The provision is satisfactory.

All children have access to appropriate toys, learning resources and equipment to promote their care, learning and development. Resources are used which reflect positive images of culture, ethnicity, gender and disability. Children are beginning to understand the local area and wider world, through outings and planned activities. A range of cultural celebrations are introduced to children throughout the year. Staff value children's individual personalities and are becoming aware of their likes and dislikes, to meet their needs appropriately, adhering to parents' wishes with regard to food and rest.

There are suitable procedures in place to enable the staff to support children with learning difficulties and disabilities. All children are welcome in the nursery. Staff are confident in their knowledge of child development and recognising if children reach their milestones. However, the Special Education Needs Coordinator (SENCO) does not attend regular meetings or continue to access training in this area to maintain close links with other supporting professionals. This does not provide an appropriate level of liaison with the local area SENCO to thoroughly support children's wellbeing.

Children benefit from the staff's positive approach to behaviour management. Staff are kind, attentive to children and praise and encourage their achievements to raise self esteem and promote confidence. Children are becoming used to nursery routines and know what is expected of them, for example, walking carefully down the stairs in an orderly and safe fashion. Children's spiritual, moral, social and cultural development is fostered.

Children benefit from the positive relationship between nursery staff and parents. Parents are greeted warmly and there is an open door policy for parents to discuss their children's care at any time. Many children attending are second or third siblings from the same family; all parents spoken to were pleased with the care on offer to their children. A daily chat ensures relevant information is given to provide continuity of care for the children between home and nursery. Parents acknowledge there have been some changes to the staff team within rooms but also appreciate the stability of the core team who have remained at the nursery for several years and know their children well. The nursery chain provides parents with sound information through a welcome pack and notice-board, including the contact details of Ofsted and the complaints procedure.

The partnership with parents and carers of children who receive nursery education is good. Parents are informed of the Foundation Stage curriculum, the planning and the topic for the month. Parents are pleased to help children with their 'homework' and encourage them to copy letters and numbers on the worksheets. There are open days for parents to view the setting and discuss children's progress and their child's report.

### **Organisation**

The organisation is satisfactory.

The nursery provides a welcoming environment for parents and children. The rooms are pleasant, clean and well organised to provide ample space for children to move around freely. The activities and equipment are presented in clearly defined areas and at a level from which children can freely and safely select. The core staff have been consistent for a number of years and robust procedures are in place to ensure adults working with the children are suitable to do so. The nursery management endeavours to ensure that 50% of the daily staff are qualified, even if this means using relief and agency staff. However, the method of recording staff attendance in the base rooms does not clearly indicate how staff are deployed within the nursery to maintain ratios at all times to safeguard children. The staff and many parents are very pleased with the changes for improvement already made by the recently appointed manager. The management is well supported by consultative staff working within the nursery chain to maintain suitable standards of care and learning for the children attending. All the required documentation is in place to support children's welfare. However, some procedures require review, with regard to emergency evacuation, hygiene routines, confidentiality, staff deployment and accessing regular meetings for the special needs coordinator.

The leadership and management of nursery education are good. The nursery chain ensures planning topics are in place. Staff organise appropriate activities to help children make good progress through the early years curriculum. However, the planned activities do not offer children the opportunity to be challenged and there is little differentiation for less or more able children. The provision of peripatetic teachers for music and French enhances children's overall development. Children's progress record is only completed once a year for the open day; some photographs of children at activities form the record of achievement to show parents. The manager is able to highlight some areas for development which include, the need for more written observations to map children's ongoing progress or if there any gaps in their learning.

The setting meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

At the last Care inspection the provider was asked to improve staff's knowledge and understanding of child protection issues; staff interaction during activities in the baby rooms and develop infants' curiosity, creativity, skills and abilities; ensure the carpet area in the baby room is clean and organise meal times to meet the children's individual needs, encourage independence and extend language development.

The provider has made improvements to benefit the children. The carpet in the baby room has been replaced and as well as daily cleaning has a deep clean every three months to maintain a pleasant area for children. Staff have completed, or will soon be undertaking, child protection training to update their knowledge to safeguard children. Staff sit with the children at meal times to encourage good eating habits, independence skills and conversation. However, this

remains an area for further improvement within the pre-school room to fully promote children's learning and independence.

At the last Nursery Education inspection the provider was asked to increase the use of resources to encourage role play situations that extend imagination and competence in mathematics, music, and ICT and develop a system to evaluate strengths and weaknesses in the quality of teaching.

The provider has made improvement to the pre-school environment. Children have access to role play areas to encourage imagination and have use of technology, such as, the computer, CD player and calculators. A peripatetic music teacher offers a weekly session to the children and on a daily basis children sing and have access to musical instruments. However, an effective system to evaluate the quality of teaching and learning remains an area for improvement.

### **Complaints since the last inspection**

Since the last inspection Ofsted received a complaint relating to National Standard 2 Organisation; National Standard 3 Care, Learning & Play and National Standard 7 Health. Concerns were raised regarding staffing ratios and deployment of staff; interaction between staff and children particularly in the room for two to three year olds; toileting supervision. Ofsted conducted an unannounced visit to investigate the complaint. As a result of the visit Ofsted found National Standard 7, Health, was being met. Ofsted required the registered person to take action under National Standard 2, National Standard 3, National Standard 12 as there was no complaints record kept. The provider responded to Ofsted to confirm that suitable measures had been taken to meet the actions set. No further action was taken and the provider continues to be registered

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 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):

- devise efficient and consistent systems to monitor hygiene practices in the nursery which include, wearing of outdoor shoes in the baby room, children's drinking cups and staff hand washing and drying facilities
- carry out fire drills at a regular frequency and as agreed with the fire safety officer



- provide opportunity for the special needs coordinator to maintain links with other local area professionals
- maintain registers for each room indicating the staff working with the children
- ensure the confidentiality of documentation relating to children's personal needs is maintained at all times

### **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 improve observations and records of achievement and update them consistently for all children and evaluate them to plan for individual children's next steps
- further develop the environment to extend children's learning within the topic and provide challenge and differentiation within activities, including mealtimes, to meet their individual needs and stage of 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](http://www.ofsted.gov.uk)