

Leapfrog Day Nursery - Portsmouth

Inspection report for early years provision

Unique Reference Number	EY289898
Inspection date	29 October 2007
Inspector	Michelle Ann Parham
Setting Address	North Harbour Business Park, Compass Road, Portsmouth, Hampshire, PO6 4SR
Telephone number	0239 2383030
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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 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 Portsmouth is one of 130 nurseries of the Busy Bees Group. It opened in 2000 but has been under current ownership since September 2007. It is situated within a business park in Portsmouth, Hampshire. The nursery is open weekdays from 07:30 to 18:00. There is a fully enclosed outdoor area available for children's use. There are currently 101 children on roll, of which 27 receive government funding for nursery education. Children attend the nursery from a wide catchment area. There are systems in place to support children who have learning disabilities and/or difficulties and who speak English as an additional language. The nursery employs 27 staff; of which 16 hold appropriate early years qualifications and of whom a further four are currently working towards a qualification.

The nursery receives support from the Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children throughout the setting benefit from sound procedures in place that promote their personal hygiene as practitioners ensure they follow regular hand washing routines after outside play, toileting and before snacks and meals. Aprons and disposable gloves are worn by practitioners at appropriate times such as for nappy changing and for serving meals and generally most areas and equipment are kept adequately clean. Children within the preschool area are becoming increasingly independent in their self-care skills as, for example, they are actively encouraged to try to put on their own coats for outside play or visit the toileting area independently, with practitioners giving appropriate support when required.

Children enjoy a wide selection of nutritious and wholesome snacks and meals which helps them form healthy eating habits from an early age. All children have regular drinks and children in the preschool can independently access fresh water throughout the day which prevents tiredness and de-hydration. However the current storage of cups and jugs of water in the preschool does not fully promote good health and hygiene for children. Practitioners have sufficient knowledge of the children's individual dietary needs and effective procedures are in place to ensure they are met with information displayed. Babies and young children are held whilst being bottle fed which helps them feel secure and to develop warm and trusting relationships with their carers. In other areas of the setting however, practitioners do not sit with the children at mealtime which has a negative impact on the occasion and on children's emerging social skills. A high percentage of practitioners at the setting do have a valid first aid qualification and therefore are able to deal with accidents and ill-health effectively and efficiently.

Children enjoy regular access to outside play for two half hour sessions each morning and afternoon. They develop a positive attitude to physical exercise and gain confidence and increasing co-ordination as they use equipment such as hoops, rockers, sit and ride toys and tricycles. In poor weather children are able to participate in other physical activities such as music and movement to Sticky Kids. Children are developing skills in negotiating their own way and movement as they balance around the sand pit and use the climbing frame and slide. They also have opportunities to develop fine motor skills and hand eye coordination as they, for example, build towers with bricks and enjoy sewing with threading templates. Babies and younger children use equipment such as push along toys, rockers, small climbing frames and activity gyms to promote their exploration and mobility and also enjoy regular access to fresh air and outside play.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children benefit from a bright, purpose built establishment which promotes effective supervision of practitioners and children. Most resources are stored low level in safe open units, shelves and drawers which promote children's independence, enabling them to initiate their own choice of play and contributing to a child orientated environment. Most hazards are identified and minimised throughout the setting. Security is given high regard and the setting has good procedures in place to monitor access and for the collection of children. Practitioners undertake regular risk assessment and an allocated health and safety officer ensures coordination of a monthly emergency evacuation and that hazards are identified. Furniture and equipment is

adequately maintained although some areas such as the Starfish room and for outside play have limited resources for children's use and do not offer a fun stimulating environment.

Practitioners have sound knowledge and understanding of child protection and are aware of the different signs and symptoms that may indicate that a child is at risk. They are aware of their role and responsibility to protect children in their care and to report concerns to line management. Existing injuries and incidents are recorded and the manager and deputy manager are designated persons within the setting with responsibility to ensure liaison with relevant agencies to safeguard children.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children benefit from most practitioners having generally good knowledge and understanding of the Birth to three matters framework. The framework is used effectively to provide a stimulating environment in most areas and to support young children in their development. For example, worthwhile focus activities are planned such as heuristic baskets and threading templates which allow children the opportunity to explore and investigate and also to develop fine motor skills. Babies and young children benefit from generally bright rooms where resources are now stored low level enabling them to have more choice and opportunity to initiate their own play which is important at this age due to minimal levels of concentration. Practitioners work closely with parents to ensure care needs are effectively identified and catered for and individual routines met. Babies and young children benefit from most practitioners interacting effectively and building trusting relationships which has a positive impact on how they feel secure and settled. They enjoy cuddles and being held and comforted when required and practitioners get to know the children well, being aware of their routines, behaviour, likes and dislikes.

Nursery education

The quality of teaching and learning is satisfactory. Practitioners working in the preschool room have sufficient knowledge and understanding of the Foundation Stage and plan a balanced curriculum for children's learning. Plans evidence that the stepping stones are covered and show some differentiation to enable all children whether more or less able to have sufficient challenge. Focus activities are interesting and purposeful for the children such as planting daffodils for the Pots of Care campaign which helps children learn about caring for others; however some practitioners are not always sure of the focus outcomes for children to be achieved. Most practitioners working with the preschool children use effective interaction and questioning to extend learning. For example as they discuss colours and numbers when building with blocks and use positional and descriptive language in natural free play and daily routines. Some concepts discussed, however, can be too advanced for children of this age group and therefore they become confused and lose interest. Children benefit from the reorganisation of the preschool environment since the last inspection visit. As a result dedicated areas have now been established which are more interesting and stimulating for children's use and where they can independently access resources which are better organised. However the home corner does not appear to be an inspiring area for children where they can explore their imagination and role play with peers. Observations of children's progress and development are undertaken however it was noted on inspection that they are not being used to regularly update children's records of achievement. Consequently children's individual records cannot be then used to plan for their next steps in learning and development.

Children are beginning to engage confidently with adults and peers within small groups and on an individual basis. They are able to share home events and recollect as they complete their information books on a weekly basis. The use of nursery narratives and jolly phonics promotes speaking, listening and written communication and children have good opportunity to recognise their own name as they self register on arrival and for snack. The book corner is comfortable and promotes children's independent use and children are able to handle books correctly and with care. They enjoy looking at books with practitioners, 'popping' themselves on their knee for a cuddle as they do so which evidences how they feel happy and secure in their care.

Children are developing mathematical concepts and understanding through practitioners' general discussion and planned activities. For example, if children are looking at a clock at group time then numbers are discussed, the shape of the face and the length of the hands. Or, at register time practitioners talk about how many boys and girls and how many altogether so that children gain a concept of basic calculation. Art work and displays around the setting also evidence that children have input on measuring and on various shapes.

Children's independence is highly encouraged at the setting and they benefit from self selection of play resources and allocated free play opportunities. Practitioners are skilled at encouraging children to try things for themselves such as putting on their own coat for outside play and for choosing when they want to visit the snack bar. As a result children develop confidence, self esteem and responsibility. Children have an environment where they can enjoy their time and achieve and are making satisfactory progress in the learning.

Helping children make a positive contribution

The provision is satisfactory.

The partnership with parents and carers is satisfactory. Children's needs are appropriately identified and met through the required documentation and close working with parents to share relevant information on a daily basis. For example practitioners working with the very young children provide a report of activities and care provided and in other areas of the setting information boards are used. Although, it was noted on the inspection visit that some boards did not have relevant up to date information displayed which does not ensure parents are fully informed. Parents are regularly advised of their child's learning through quarterly reports prepared by the key worker detailing their progress and by sharing information at parents' evening. However as records of achievement have not been regularly completed then this impacts on the accuracy of information shared about children's actual abilities and learning. Effective systems are in place to involve parents in the life of the setting through monthly newsletters and notices to inform of current themes and topics. Parents interviewed on the inspection visit expressed their support of the group and were happy at the level of care and education that their children receive.

Children show good levels of self esteem and belonging at the setting which is fostered by trusting relationships they build with their carers. For example babies are soon comforted when upset and enjoy the close contact and cuddles they receive and older children are confident to engage with adults or in a group as they share their thought and ideas. Children in the setting are valued as individuals and practitioners have systems in place to ensure they are appropriately supported in regard to any additional needs. The deputy manager has a good understanding of equal opportunities and provides in-service training for practitioners to extend their knowledge and to promote an inclusive environment. Children's work is displayed prominently so they can see how their contributions are valued and resources promote positive images

which help children become aware of a wider society and develop self-esteem and respect for others.

Children behave well in the setting. They benefit from positive behaviour management techniques practitioners use such as praise and encouragement, and the award of stickers, stamps and certificates for effort and achievement. Simple rules are displayed as picture prompts and are discussed regularly, encouraging children to be kind, considerate and to share. Children respond to gentle intervention and reminders from practitioners and thoroughly enjoy being given a task or responsibility such as serving meals to their peers at lunchtime, which has a positive impact on behaviour and helps them feel important and valued. Children's social, moral, spiritual and cultural development is fostered.

Organisation

The organisation is satisfactory.

Leadership and management are satisfactory. Practitioners delivering nursery education are appropriately qualified in early years and provide a balanced curriculum for children's learning. They have adequate knowledge of the Foundation Stage and most are aware of required outcomes for children from focus activities. Practitioners benefit from the support of the new manager who encourages staff development through training and who is currently undertaking a Foundation Degree to enhance her professionalism and expertise. However, the manager does not currently work effectively with the preschool to ensure she is fully aware of the performance of practitioners and procedures to record the development of children.

Practitioners within the nursery setting have increased their knowledge and understanding of the Birth to three matters framework through in-house and external training to effectively support younger children in their learning and development. Most areas throughout the setting are effectively organised for children's access to resources and to provide a stimulating environment. All practitioners have clear roles, with some senior practitioners having additional responsibilities such as health and safety, behaviour management, equal opportunities and special educational needs which ensures appropriate delegation and enables practitioners to develop expertise. Effective procedures are in place for new staff to ensure they are fully aware of working practices and policies of the setting. All documentation is maintained and stored confidentially as required. Robust recruitment and vetting procedures ensure that persons are fit and contribute to children's safety and well being. The overall organisation of practitioners and children contributes to satisfactory outcomes for children being met in regard to National Standards and Every Child Matters. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection in regard to care the setting was recommended to improve health and hygiene procedures to ensure children have clean cups for drinks at all times in the pre-school area; improve hygiene procedures throughout the provision to ensure that all equipment, furniture and resources are suitably clean and improve organisation of resources to be accessible, attractive and inviting for children's use and for children to initiate their own choice of play.

The setting has made significant improvements in organisation of resources which has had a positive impact on children's access to resources, independence, enjoyment and achievements and a stimulating environment in most areas of the setting. Effective procedures have been implemented to ensure children have clean cups for their use which impacts on their health

although a weakness was noted about storage for use. Some improvement has been made in the general hygiene and cleanliness of the environment and of most resources as systems have now been implemented to monitor standards which have a positive impact on children's health.

In regard to nursery education provision the setting was also recommended to increase children's independent use and enjoyment of reading material, for example through development of the book area; use children's individual progress records to inform future planning for next steps; increase opportunities for children to develop their manipulative skills and creativity and in art and craft activities; further promote opportunities for children to independently develop writing skills, for example by developing mark making area, writing own names on work and extending materials in role play and increase opportunities for children to develop mathematical understanding of calculation and problem solving.

The setting has addressed most of the recommendations in regard to nursery education as practitioners in the preschool have reorganised resources well to be more attractive and inviting. For example the book corner is now an enclosed facility where children can sit and enjoy looking at books in comfort and there is a dedicated mark making area adjacent to the role play area where children can practise emerging skills such as pencil control. Practitioners have also used labels to encourage children to mark their own work. Mathematical concepts are now discussed during focus activities, free play and daily routines and some art and craft displayed around the room evidences that children have been able to explore their own creativity and design. These improvements have a positive impact on children's mathematical understanding and problem solving, enjoyment of literature and written communication skills. However practitioners have not regularly updated children's individual progress records and therefore they cannot be used to plan for their next steps in learning which has a negative impact on how children are making individual progress.

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 current practice for storage of children's water cups and jugs in the preschool room
- ensure up to date information is displayed for parents in the nursery section
- further promote children's social skills at mealtimes throughout the setting by, for example, practitioners sitting with children and engaging in meaningful conversation and being positive role models
- provide a stimulating environment in the Starfish room for children's use and enjoyment.

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):

- ensure all preschool activities and concepts are developmentally appropriate for children
- develop the role play area in the preschool room to be more inviting and inspiring for children's use
- ensure observations are used to regularly update children's records of achievement and that the records are then used to effectively plan for children's next steps in learning.

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