

Leapfrog Day Nursery - Brough

Inspection report for early years provision

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| Unique Reference Number | 314666 |
| Inspection date | 06 December 2007 |
| Inspector | Diane Lynn Turner |
| Setting Address | Welton Road, Brough, East Riding of Yorkshire, HU15 1AF |
| Telephone number | 01482 669996 |
| E-mail | |
| 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 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?

Leapfrog Day Nursery is situated in Brough, a village on the outskirts of Hull, and is part of a chain of nurseries that operate throughout the country. It operates from a purpose built, single storey building that is situated within a small shopping park. Children are cared for in three main rooms that are divided into smaller areas by the use of partitions. Toilet and nappy change facilities are sited within reach of all the care rooms. A main kitchen, separate milk kitchen, medical room, office and staff facilities are also available. Each care room has direct access to its own enclosed outdoor area with safety surface and equipment for outdoor use.

The nursery is registered to provide full day care for 110 children aged from birth to eight-years-old. There are currently 186 children on roll, 44 of whom are in receipt of nursery education funding. Limited places are available for children aged from five to eight-years-old during the school holidays. Opening hours are from 07.00 to 19.00 Monday to Friday all year round, with the exception of Bank Holidays. Children with learning difficulties or disabilities are welcome to attend.

There are 35 members of staff employed at the nursery on a full, part time and relief basis. Of these, 23 are qualified to level 3 or are working towards this. In addition there is an administrator and a qualified cook. The nursery receives support from the local authority development workers.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's good health is promoted effectively throughout the nursery because staff consistently follow good practices in their daily routines. For example, toys are cleaned regularly, disposable gloves and aprons are worn when serving food and changing children's nappies, and dispensers containing hand sanitizer gel are positioned around the nursery for staff to use. The nursery's policy for the care of children who are ill is fully implemented to prevent the spread of any infection. For example, if children become ill their temperature is taken, they are monitored, parents consulted and asked to collect them if necessary. In addition, there is a well equipped medical room where any medication can be stored safely and there are good systems to ensure this is administered and recorded accurately.

Hand washing is promoted very effectively throughout the nursery. For example, staff clean babies' hands using wipes before they eat and the toddlers are taken to the bathroom to wash their hands at the low-level sinks. The older children independently wash their hands after toileting and before meals when they routinely use soap and put their paper towel in the bin when they have finished with it. Child friendly notices are displayed in the area to remind those who may forget.

All children have regular access to fresh air and physical exercise. Each care room has its own outdoor area with safety surface and equipment suitable for each age group, including wheeled toys, climbing frame and balls. Activities are also offered indoors. For example, babies have lots of fun as they play in the ball pool and use rockers. The three and four-year-olds show good control as they move their bodies in different ways. For example, they confidently move around inside, run and chase each other in the outdoor area, and are able to roll a ball accurately to one another and walk cooperatively in a circle.

Children are offered nutritious meals and snacks, such as mushroom pasta and roast pork with vegetables for lunch. Fruit is offered for snack and meals. A six week menu is followed which is displayed for parents. The menu is checked by a nutritionist and a three stage weaning menu is also available for the very young children. Staff are vigilant in finding out about children's individual dietary needs and excellent procedures are in place to ensure these are met and that children are given the correct food. Mealtimes are very pleasant social occasions. For example, a café style system is operated for the three and four-year olds which enables them to decide when to have their snack. They are encouraged to serve their own food and pour their own drinks at lunch time and they help themselves to 'seconds' fairly and with regard for others.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe and welcoming environment. Colourful displays are evident in all rooms and the space is utilised well. For example, room dividers are used effectively in the baby room to provide an area where the less mobile babies can play safely. The premises are

well maintained overall, however, the flooring in the toilet area in the older children's room is damaged, posing a possible tripping hazard, and some of the soft furnishings are torn.

There is a suitable range of toys and resources, which are appropriate to the age and stage of the children attending. Most are easily accessible to promote independent choices. However, some are stored on high shelves in the older children's room which makes it difficult for them to see what is available. The range of role play equipment in the toddler room is limited and not presented effectively. Staff are aware of this and equipment is on order.

High priority is given to promoting children's safety. There are highly effective systems in place to ensure the premises are kept secure and that no unauthorised persons gain access. Parents are issued with a key fob to gain access into the entrance and are then admitted into the main nursery by staff by use of a key code. Closed circuit television equipment is also in operation. There is a designated member of staff with responsibility for health and safety who carries out their duties consistently. For example, regular and detailed risk assessments are carried out to identify and reduce any risks to the children's safety and these are all recorded in detail. Staff check sleeping babies regularly and follow current advice from professionals with regard to safe sleeping positions. Fire drills are practised regularly and electrical equipment tested annually so children can use equipment, such as the computer, safely.

Children are well protected from possible abuse. All staff are made aware of their responsibilities regarding child protection as part of their induction. Discussions to remind them of this are regularly included in staff meetings. As a result, staff are confident in recognising the possible indicators of abuse and know to report any concerns to the designated person.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled throughout the nursery and a welcoming atmosphere is evident in all rooms. They develop close and trusting relationships with the staff and are confident in their care. For example, the older ones are keen to share their news and experiences outside the setting and babies cuddle in closely to staff as they are fed, and settle quickly at sleep times.

Staff provide a good range of activities for the younger children who attend using the 'Birth to three matters' framework. For example, younger babies are able to explore a range of colourful manufactured toys and natural items in the treasure baskets. They learn to handle simple picture books and have opportunities to explore materials such as paint. Those who are becoming more mobile are confident to explore their environment and the provision of domestic style furniture helps them in developing their mobility as they would at home. The older babies are encouraged to choose freely from the activities available and to take part in activities, such as exploring sand and ice cubes, learning how to use paint brushes and to engage in role play. They also learn how to sit sociably together in a group, for example, at meal times.

The two to three-year-olds are offered a good balance of activities which provide opportunities for them to learn in different ways. For example, they independently choose to build with bricks or use musical instruments and they readily join in with planned activities led by staff. They learn about capacity as they fill bottles with water and use equipment such as funnels, and extend their creative skills as they use their finger prints to make a design for their calendar. They also learn to take part in activities as a group, such as singing, when they join in with great enthusiasm.

Nursery education

The quality of teaching and learning is good. Staff show a good understanding of the Foundation Stage and provide a range of interesting activities to support the children's learning in all areas. They lead adult-initiated activities well and effective strategies are used to gain children's attention during whole group activities. Effective questioning is used to extend children's learning and everyday routines, such as registration and meal times are used very successfully to promote their social and number skills. Staff enthusiastically describe what is on offer each day, which inspires the children to take part and good use is made of the accommodation to provide clear defined areas of learning. The role play area is changed regularly to maintain the children's interest and good opportunities are provided for them to see print in their environment through displays and labelling. However, there is a lack of comfortable, child-sized seating in the book corner, which does not encourage children to use this area.

Both the three and four-year-olds are very confident and independent in their learning. They choose freely from activities that interest them and are confident in their self care. For example, they put on their own aprons before messy activities and demonstrate very good social skills at meal times. They put their hand up if they want to answer a question at group time and concentrate well during activities when they become fully immersed and make it clear that they do not want to be disturbed. For example, one child stated that they could not talk to the inspector as they were concentrating on making a candle holder.

Children demonstrate good speaking and listening skills. For example, they clearly explain what they are doing during activities, confidently approach and engage adults in conversation and describe the presents they would like for Christmas at circle time. They confidently recognise their own name and the letter sound it begins with and the more able children write their name independently. They listen well at story time and enjoy making observational drawings of the characters in their favourite books. They are learning simple signing and use this confidently as they sing songs such as 'I can sing a rainbow'.

Children's understanding of number operations is developing well. For example, they count how many are present each day at registration and help staff carry out a head count before and after accessing the outdoor area. They accurately count how many holes they have made as they make a pattern on their candle holder and use size language with understanding. For example, they know to add more bricks to their tower to make it taller and then compare the height of this against themselves. They cut pieces of paper to the correct size as they wrap up 'presents' in their toy workshop and displays show they have carried out a traffic survey and used a tally chart to record how many different vehicles they saw.

Children learn about the environment and explore different textures. For example, they mould clay and understand that this becomes hard once it dries. They explore the texture of bark and soil in the outdoor area and handle different shells when they put these to their ear and describe how they can hear the sea. They use magnifiers to look closely at conkers, leaves and fir cones and confidently identify the weather each day. They use the computer with understanding as they complete various programmes. Displays show they have been learning about space and have designed their own space suit.

Children's creative skills are developing well. They join in enthusiastically with various songs, particularly those they have been learning for Christmas and they use a wide range of art techniques. For example, they observe themselves in a mirror and draw self portraits, paint

freely at the easel. Displays show they have made bonfire pictures from collage materials, and printed with leaves.

Helping children make a positive contribution

The provision is good.

All children are valued as individuals and are welcome to attend. Good procedures are in place to help new children to settle in and to find out about their individual care needs. For example, each child is assigned a key worker who takes a special interest in them and new children are introduced to the other children in the room to make them feel welcome. Children's self-esteem is raised effectively throughout the nursery. For example, their art work is displayed, the older children have their own named coat peg for their belongings and birthdays are celebrated. Children with learning difficulties or disabilities are welcome to attend and good procedures are in place to support them effectively and ensure inclusion.

Children's spiritual, moral, social and culture development is fostered well. For example they learn about the wider world and diversity as they celebrate various festivals, such as Divali, when as part of their celebrations they made garlands, cards and Rangoli patterns. They learn about their own community as they go for walks to the park and visit the local shops and library. They benefit from visitors to the nursery who share their skills with them, such as a dance specialist and staff from 'Zoo lab'. They also learn to help others by raising money for charity.

Children learn to behave well. The nursery's behaviour management policy provides a supportive framework and staff are good role models for the children to follow. They sensitively help the younger ones to understand about sharing and turn taking and set consistent boundaries for the three and four-year-olds. As a result, the children take responsibility at meal times, readily help with routines, such as tidying away the toys, and show concern if anyone is upset.

Staff give high priority to developing a positive partnership with the parents and to ensuring they are kept well informed about the nursery routines and forthcoming activities. For example, they receive a welcome pack, notices are displayed throughout the building and very well-presented newsletters are sent out regularly. Parents are welcome to borrow books about childcare and information is also given out to help them understand, and cope with, any contentious issues, such as biting. A health visitor also visits the nursery so parents can have their baby weighed if they find it difficult to access clinics. Parents spoken to at the inspection spoke highly of the nursery overall, the staff and the care provided, particularly the settling in procedures.

The partnership with the parents and carers of children in receipt of nursery education is good. They are provided with useful information about the Foundation Stage. Opportunities are provided to complete activities at home with their child if they wish and the termly planning and examples of activities the children have been involved in are displayed.

Organisation

The organisation is good.

The nursery is very well organised. There is a clear management structure in place, staff work well together as a team and there are clear recruitment and vetting procedures to ensure any new members are suitable to work with children. Detailed procedures are in place for their induction and their performance and development is monitored effectively through regular appraisals. All staff show a commitment to undertaking further training and many talk

enthusiastically about their plans for their own personal development. All staff's individual skills are valued and they are given opportunities to share these. For example, the cook regularly leads baking activities with the children.

Comprehensive policies and procedures are in place to show how the service operates and all legally required documentation is in place. This is well-organised and stored securely to ensure confidentiality.

The leadership and management of the nursery education is good. The planning of activities is clear and systems are in place to monitor children's progress towards the early learning goals. For example, staff's observations are discussed regularly at staff meetings and a written progress report is compiled every three months for parents. Staff monitor the care and education through their evaluations of activities, staff meetings and the visits they receive from the local authority development workers. However, some of the children's profile records have not been updated on a sufficiently regular basis.

Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection it was recommended that the nursery improve the flooring indoors, the surface in the outdoor baby play area and the cleanliness of the high chairs. The recommendations have been addressed successfully overall. The floor covering in some areas has been replaced, although an area is showing signs of damage again in the pre-school toilet area. The baby outdoor play area has been jet washed and effective routines introduced for the cleaning of high chairs.

At the last education inspection it was recommended that regular opportunities be provided for children to use mark making, their name cards be made more accessible and the range of books and system to monitor the maintenance of the toys be improved. The recommendations have been addressed successfully. Mark making resources are now readily available in all areas, including role play, the more able children are encouraged to write their name on their work and name cards are readily available in the writing area. Books are now renewed on a regular basis and staff remind children to use these with care. Toys are now checked regularly for damaged and replaced as necessary.

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 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 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 the flooring and soft furnishings are well maintained in all areas
- improve the range and accessibility of some resources, particularly the role play resources in the two to three-year-old's room.

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 the provision for children to sit and look at books comfortably
- ensure children's records of progress are kept up to date.

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