

# Leapfrog Day Nurseries - Guiseley

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY250741
<b>Inspection date</b>	04 December 2007
<b>Inspector</b>	Dawn Bonica Brown
<b>Setting Address</b>	15 Park Road, Guiseley, Leeds, West Yorkshire, LS20 8AR
<b>Telephone number</b>	01943 871400
<b>E-mail</b>	guiseley @pcnurseries.com
<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 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 Nurseries, Guiseley, is one of a chain of nurseries owned by Busy Bees. It opened in 2003 and operates from 16 rooms in a purpose built nursery building in Guiseley, Leeds.

A maximum of 100 children may attend the nursery at any time. The nursery is open each weekday from 07.30 to 18.00 for 52 weeks of the year, except on bank holidays. All children share access to a secure enclosed outdoor play area.

There are currently 150 children aged from three months to under five years on roll. Of these, 29 children receive funding for early education.

The nursery employs 34 members of staff. Of these, 18 hold appropriate early years qualifications and five staff are working towards a qualification.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children have a good awareness of healthy hygiene practices and are encouraged to become independent through the use of good quality resources. Well planned and hygienic nappy changing areas help to prevent the spread of infection and staff follow hygiene routines consistently.

Children remain healthy because the documentation required to support their welfare is efficiently maintained. They benefit from good sickness procedures. For example, medication is always administered by a senior member of staff and parents receive a list of contagious ailments. The list also includes information about the signs and symptoms to look for and the periods for which children should not attend the setting whilst contagious.

Children's welfare and well-being are closely protected because a significant number of staff hold relevant and current first aid certificates. This means that they are able to administer first aid promptly in the event of an accident.

Children are well nourished. They receive substantial meals that are well balanced and varied across a menu plan covering six weeks. Parent's notice boards identify the food children eat throughout each day, which includes fresh fruit and raw vegetables for snacks. Children's allergies are well documented and monitored. For example, children eat their meals together and those with allergies use red plates for their meals to alert all staff to their particular needs.

Children are encouraged to be active through regular physical play outside and through good access to the outdoor play space. Children gain skills in climbing, running, jumping, throwing, catching and spatial awareness through play with a range of toys which include pedal tricycles, sit and ride bikes and other wheeled toys. Large tyres promote children's balancing skills and encourage cooperative play as they roll them around the garden. Children enjoy rest and shade on child sized benches and engage in home play in an outdoor play house.

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

The provision is good.

Children of all ages enjoy a range of stimulating activities in a safe environment. Those aged under three years benefit from a well planned and delivered 'Birth to three matters' framework. For example, babies under a year enjoy messy play, such as sponge painting, hand and foot printing and exploring treasure baskets. They use sit and ride toys, pull themselves up on furniture, look at mirrors and explore activity centres.

The premises are well planned and maintained to a high level. Children remain comfortable at floor level through an under-floor heating system and children enjoy direct access to the outside play area from each room. Space is used well to encourage children's independence and to promote their all-round development. For example, storage is arranged in a manner which gives children good access to resources and opportunities to select toys for themselves.

Children's safety is given very high priority. Risks are minimised through good risk assessments, such as well monitored access to the building and a secure closed circuit television door entry system to prevent intruders. Children learn about keeping themselves safe through a variety of methods, which include regular emergency evacuation practises. Staff are trained in risk

management through regular staff meetings. Good safety procedures on outings ensures that children benefit from effective supervision.

Children are well protected from abuse through staff knowledge and understanding of child protection procedures. They are knowledgeable about potential signs and symptoms and understand the reporting procedures. The correct details for reporting concerns are readily available, which means that they can act quickly in the child's best interest to safeguard children's welfare.

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

The provision is good.

Children are happy and settled as they have made friends and relate well with each other. They are friendly and interested in what is going on around them and in the activities provided for them. Children are well stimulated through good play opportunities and activities, including a wide range of messy play. For example, children under three years enjoy stimulating water play by putting balls down tubes to land in bowls of water. The children then decide to experiment and move the bowls to see what the ball will do. All children enjoy dressing up and stimulating role play, which include glove puppets.

Children respond to adults' interest as they ask questions about the activities and describe what they are doing. They benefit from good interactions with staff who are interested in them and promote their self-esteem by celebrating their birthdays and other special events. Young children's development is promoted well and babies receive lots of individual attention from staff who sing songs with them and fascinate the babies by blowing bubbles for them. Babies' ability to develop strong attachments and their interest in exploration is given significant encouragement as they engage in their favourite activity of exploring the faces of the staff who care for them.

### **Nursery education**

The quality of teaching and learning is good. Staff demonstrate a good understanding of the early learning goals through well planned activities that cover all areas of learning. Children of all ages receive sufficient challenges in almost all areas and play with high quality resources. They learn about the world around them through first-hand experiences and have good interactions with staff so that they are very well behaved. Children are observed and their learning is assessed and recorded so that parents can identify progress. However, the high quality of information provided for the majority of parents is not maintained with consistency. There are currently no children attending who have disabilities or learning difficulties. However, the setting retains staff with appropriate training and experience to provide support.

Children explore their environment with enthusiasm and show care and concern for others, such as taking turns and demonstrating good self control as they wait to select their meals. They are independent at using the toilet and dress themselves in their own coats to go outdoors.

Children listen attentively when spoken to in English and many children understand French. For example, the more able pre-school children attend lessons in the setting with a French teacher who uses visual aids to help children to identify nouns. They are adept at using descriptive language in French, such as happy and sad and identify a wide range colours. Children listen attentively to stories and contribute to discussions in circle time. They make themselves understood clearly and negotiate well with each other during their spontaneous

play. Children learn to recognise their names through routine activities and understand that writing can be for many purposes. However, they do not have opportunities to practise mark making in spontaneous play to help them consolidate their learning.

Children learn to count in sequence through singing songs, listening to stories and joining in nursery rhymes which involve counting. Challenge is provided through a range of activities. For example, children learn to recognise numbers around the setting and use them in a practical way. They learn about sizes and quantities through everyday play, such as water and sand play. The more able children enjoy further challenge by growing their own vegetables and measuring them. Children gain practical experience of portion sizes when they help themselves to food at lunch times.

Children use the computer mouse skilfully to follow child centred programmes which they find interesting. They understand the passage of time through growing their own vegetables, celebrating birthdays and talking about their holidays. Their interest in the environment is fostered as they look for mini-beasts in decaying wood and they use the correct tools to dig and to plant seeds. Children's understanding of the wider community is fostered well through visitors to the group, such as the fire service, the police and road safety officers.

Children move around the setting with increasing confidence and demonstrate good spatial awareness. Their interest in keeping healthy and eating healthily is fostered through practical activities, such as using a large model of teeth to practise cleaning them.

Children's creative skills are fostered through a wide range of painting and printing activities. They use musical instruments and engage in movement to music to express themselves. Children experience role play using high quality furniture and enjoy good water play as they select from a wide range of resources placed next to the water play trough.

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

The provision is good.

Children are treated with respect so that they learn to be polite. They benefit from good interactions with staff who listen and speak to them politely so that they gain confidence, self-esteem and learn to respect others. Children's social, moral, spiritual and cultural development is fostered.

Partnership with parents is good. Parents are very positive about the provision. They learn about the topics their child is involved in, including the 'Birth to three matters' framework, through regular newsletters. Parents see information about the activities and topics covered in displays around the nursery, as individual rooms display their planning. Parents receive good quality information and have a high opinion of staff knowledge, approachability and helpfulness. They receive regular written and verbal reports on their child's progress and readily express their satisfaction with the level of care their children receive.

Children are allowed to take responsibility for their own actions through selecting their own resources and know where toys are stored. From an early age they follow a pattern of good behaviour from older children, who have gained self control and are self aware. As a consequence they are very well behaved.

Children are valued and included because staff listen to them and give them choices. Their individual needs are met because staff work with parents effectively to overcome any concerns regarding children's stages of development and consequent behaviour.

There are currently no children with learning difficulties or disabilities being cared for. However, staff are enthusiastic, experienced and understand how to work with parents and specialists to provide appropriate care.

Children benefit from activities and resources which help them to value diversity. These include activities based on cultural festivals, such as Diwali, Eid, and the Chinese New Year, as well as tasting food from other cultures.

Children learn to value the differences in society through resources that reflect positive images of cultural diversity through books, posters, jigsaws, dressing up, role play and ethnic dolls. People with disabilities are represented in children's play with miniature dolls. However, books reflecting disability are not readily accessible to children and positive images of gender are not reflected in the books provided.

### **Organisation**

The organisation is good.

Children are well protected because staff are appropriately vetted and undergo good induction procedures before working with the children. They are well supported to feel secure and confident through care by staff with whom they have formed attachments. Resources are organised in a manner which promotes their independence and they play in a warm, welcoming environment.

Children's welfare is promoted through good management of documentation. This ensures that the records, policies and procedures which are required to promote their welfare are processed efficiently. Overall, the provision meets the needs of the range of the children for whom it provides.

Leadership and management is good. The manager provides effective monitoring and assessment of teaching and learning. Children benefit from staff knowledge and understanding of child development and there is a strong commitment to the improvement of care and education for all children.

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

At the last inspection for the care of children, the provider was recommended to ensure that all documentation meets requirements and to ensure that confidentiality of children's information is secure.

Children's welfare has improved through current documentation meeting all requirements and the confidentiality of information regarding children is maintained.

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

Since 1 April 2004 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):

- make improvements as indicated in the nursery education section below.

#### **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 that the consistency of information provided for parents in their child's profile is maintained
- continue to develop further opportunities for children to practise mark making in a wider range of activities
- ensure that books reflecting positive images of disability and gender are accessible to children (also applies to the care section).

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)