

Leapfrog Compton Road

Inspection report for early years provision

Unique Reference Number	EY252927
Inspection date	18 January 2008
Inspector	Julia Louise Crowley
Setting Address	URC Church, 77 Compton Road, Winchmore Hill, London, N21 3NU
Telephone number	02083600022
E-mail	lesleyvincent@btconnect.com
Registered person	Lesley Vincent
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 Nursery has been registered since 2003. It is one of three nursery chains managed by the same provider. The nursery school operates in a purpose built church hall annexe, and has shared use with other community groups. There is a small enclosed outdoor area for play opportunities. The building is in walking distance to local transport facilities, schools and shops. The nursery school serves the local area. A maximum of 26 children may attend the nursery at any one time. The group opens five days a week during school term times. Sessions are from 09:15 until 12:00 Mondays to Fridays, and 13:00 until 15:00 Mondays, Tuesdays, Thursdays and Fridays.

There are currently 43 children from two to four years on roll. This includes funded three and four year-olds. Children attend for a variety of sessions. The nursery school currently supports a number of children with special needs, and who are learning to speak English as an additional language.

Seven part/full time staff work with the children, and there is a maximum of five staff on duty at any one time. All the staff have early years qualifications to NVQ level 2 or 3. The setting

receives support from mentors from the Early Years Development and Childcare Partnership (EYDCP), Early Years Social Inclusion Project, (EYSIP) and Pre-School Learning Alliance (PSLA).

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a clean, well organised and healthy environment. They stay healthy because the provider follows current environmental health and hygiene guidelines. For example, the nursery is cleaned every day prior to the arrival of children, a thorough risk assessment is completed and maintained throughout the day and food is correctly stored.

The majority of practitioners hold first aid certificates and some have training on epi-pens. Suitable documentation is in place for example, medication records, accident records and consent for emergency treatment. Children's needs are catered for successfully and parents are well informed. Children understand simple good health and hygiene practices, such as washing their hands before eating and after toileting and know to use a tissue when their nose runs or they sneeze. Gentle reminders from practitioners and visual aids reinforce healthy practices and children know that this prevents the spread of germs in the nursery.

Children are effectively nourished as they enjoy healthy snacks at the snack bar. They independently decide to join the table and wash their hands enthusiastically. They take time to dry their hands on paper towels provided and placing them in the bin. Children choose from a selection of fruits presented attractively on large plates. In addition they independently choose between water and milk and pour from a jug. They learn to pour and handle crockery and chatter happily together as they enjoy their snack. Practitioners effectively support younger children at the table and encourage them to recognise healthy foods.

Children respond competently to routines, such as mealtimes. They bring a healthy packed lunch. This is reinforced by an informative letter outlining possible healthy options, sent by the provider to all parents. Practitioners encourage children to eat and discuss how and where foods are grown.

Children enjoy fresh air each day. They have access to a long outdoor play area with a choice of two surfaces, weather permitting. Children know why they must wear their hats and gloves and talk about what they will wear to ensure they keep warm. They have sufficient opportunities to run, jump on a trampoline and manoeuvre the wheeled toys. Children use a wide range of equipment and interesting activities to develop their manipulative skills. They thread beads, sew with needle and thread, use tools such as, scissors, mould clay and play dough, and learn to use knives, cutters and garden tools. They show good concentration and perseverance.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a clean, well maintained environment. The nursery provide a large area which is light and conducive to safe play. Children are given ample space to move, play safely and develop spatial awareness effectively. Staff have carried out thorough risk assessments and have taken precautions to protect children. For example, storage units and low level shelving are all well placed and safely accessible to the children. Children can freely make choices and move confidently and safely around the building.

Effective procedures are in place for the safe arrival and collection of children and the premises are kept secure. However, the visitors book is not always consistently maintained, consequently in the event of evacuation not everyone is accounted for and protected. Children practise evacuation regularly, developing confidence and understanding. They learn rules to keep themselves safe for example, they know to stop when practitioners hold both arms towards the ceiling and listen carefully to their instructions. Children enthusiastically tidy up at the end of a session and know that this will prevent children tripping or harming themselves.

Practitioners show a good knowledge and understanding of child protection issues which helps them protect children from harm and neglect. The whole staff team are aware of their responsibilities regarding child protection. Good use is made of local training opportunities to ensure that knowledge is kept current and that staff are clear about appropriate procedures to follow, if they have concerns regarding a child's welfare. Appropriate policies and procedures are in place and contact numbers readily accessible.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children relish their time in a vibrant setting where their relationships with practitioners are excellent. Children are well motivated by the wide range of equipment available to them and confidently initiate their own learning. They self-select their choice of activity in an extremely well organised setting. For example, two children bring dinosaur figures to the dough table and make an imaginary land with caves and tunnels.

The nursery has plenty of space for children to work undisturbed and they are able to move around the setting freely. Children busy themselves in the home corner playing 'parties'. They enthusiastically play with pretend slices of cake and dress up while admiring each others outfits. Children take initiative and organise their own learning. They play independently in small groups as well as enjoying opportunities to work more directly with practitioners for example, while making fish tanks or while participating in a group song/story session.

Children confidently ask questions and are interested in how and why things work. They ask visitors what they are doing in the group and why they are there. Staff value what children have to say and encourage them to participate in group discussions by listening and contributing when they feel able. Children's individual progress is observed, and information gained is used to influence the next stages of their learning. Children with special educational needs are extremely well supported by staff who work together with parents and relevant professionals to ensure children make good progress towards their individual targets.

Nursery Education

Practitioners build on the children's positive attitudes to learning and enthusiasm to participate in the activities of their choice. Practitioners are skilled at observing the children whilst they are engaged in their chosen activity and know when to offer guidance and direction. Children enjoy playing individually and in small groups. When working in small groups they plan together and negotiate how they are going to accomplish their chosen tasks. For example, children watch the laminating machine carefully while they ask the practitioner questions. They place their two pieces of laminating paper together, carefully squeezing together their decorated fish and underwater plant. They understand that this seals the paper and that the fish is now between the clear sheets. They are delighted as they see their finished fish tank.

Children successfully work towards and achieve the early learning goals in the six areas of learning. The staff create a climate where curiosity is encouraged. Children enjoy a wide range of experiences and responsibility for their own learning. For example, tables present activities and play equipment set out by the practitioners, however, children can make their own choices from good quality and plentiful resources accessible throughout the nursery.

Children make good individual progress because practitioners have a secure understanding of how children learn effectively and use their self-chosen play to extend their learning. They adapt their questioning techniques, according to the age and ability of the child, and implement a varied range of teaching methods to introduce an exciting range of activities and experiences to all children. Practitioners encourage children to lead their own learning and this is successfully achieved by a well developed routine, with a good balance of child and adult initiated activities.

Children listen with great excitement to stories and demonstrate high level of concentration. The practitioner skilfully tells the story of 'No Trouble Now'. Children recognise the rhythms of the story and join in with familiar sentences and words. They confidently talk about words that begin with the same sound and notice letters in familiar words around the room. However, sometimes the use of phonics within the nursery is limited. Children independently use a range of tools and materials and freely access a variety of resources from the writing station, which they use to represent their own ideas, such as writing lists during imaginative play. The book area, however, lacks emphasis and does not create a place where children can focus, relax, and enjoy books and words together and independently.

Children gain confidence in using numbers and begin to compare the weight and size of objects as they predict how many cupfuls of pasta it will take to fill another. Opportunities to use and recognise numbers are offered through rhymes, simple recipes and sorting games. In addition children refer to the large giraffe on the wall that they have made. They point at the different height marks along the edge and discuss with practitioners who is the tallest and the smallest.

Effective use is made of time and resources to provide children with opportunities to engage in physical activities, including dance, and explore creativity using a wide range of media, such as paint, pasta, wood and sand. They learn about themselves and their families through discussion and topic work and talk about their local community and the wider world. For example, they learn about different countries and cultures, creative activities, parents participation and story time. Children can mostly access telephones, calculators and keyboards. Currently children have no access to a working computer, consequently their understanding of technology is sometimes limited.

Practitioners observe and monitor children's progress regularly and this is used to identify individual targets for children to work towards. Realistic expectations of children and good individual knowledge help them to consolidate their learning before moving onto the next stage. As a result, the curriculum is tailored to individual children's needs and abilities, which ensures effective support and sufficient challenges are provided to help children achieve their individual potential. Currently practitioners select two children once a week to provide specific activities that appeal to their interests. Planning is completed on a weekly basis, consequently children's achievements and next steps are implemented very effectively.

Helping children make a positive contribution

The provision is good.

Children understand their own needs and begin to respect the needs of others. For example, they carefully make spaces on the carpet for each other and pass the plate of fruit to one another at the snack bar. Behaviour is of a good standard. Children are confident, self assured and can work and play well on their own or with others. They cooperate and take turns. Older children independently recognise their names and place them on the board on arrival. They negotiate their roles in the role play area. For example, children discuss who will cook the birthday cake and who will make the drink in the home corner. Children can freely discuss their emotions with an adult and each other. They talk about how the character feels in story time and decide that he will be 'happy and brave'. Practitioners are accomplished and sensitive in their management of children and their behaviour. Children's spiritual, moral, social and cultural development is fostered.

The nursery's effective ethos of caring for individual children and their families ensures that children's needs are very effectively known and met. They learn to value differences, as staff effectively support those who have English as an additional language. For example, the nursery successfully provide a speech and language therapist once a week for those children who may need additional support. Children enthusiastically take part and gain from the specialist input.

Practitioners are committed to providing an inclusive environment for all children. An appropriately qualified and experienced Special Needs Co-ordinator works closely with parents, practitioners and other professionals to ensure children are included in all activities and receive the support they need to enjoy their time at the nursery and to make progress.

The partnership with parents is good. Parents complete a developmental document which is used as an induction for the children. Children benefit from the friendly informal relationships between practitioners and parents. Parents feel comfortable in the setting and are confident to speak with key-workers about their child's day. They feel welcome and actively involved in settling their child, assured that they are able to stay with their child as long as the child needs the reassurance of their presence. They receive good quality information about the setting in the prospectus and updates in letter form. However, accessibility to policies and procedure documents is not always clear, consequently not all parents are fully informed.

Organisation

The organisation is good.

Leadership and management of nursery education is good. Practitioners are knowledgeable about the foundation stage curriculum and use observations and assessments effectively to evaluate how children are progressing toward the early learning goals. These are then utilised to affect future planning and specifically to identify how individual children will be helped to move on. The manager team work closely with practitioners to monitor the curriculum and the impact on children's individual progress.

Children benefit from qualified and skilled practitioners who are effectively inducted. The effective appraisal system ensures that the nursery's comprehensive policies and procedures are consistently applied. All practitioners are committed to continuous improvement and development. The nursery is well organised. Indoors and outdoors space is laid out to maximise play opportunities for children. All legally required documentation which contributes to children's

health, safety and well being is in place and is regularly reviewed. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the provider was asked to keep written details of fire drill practices, that include times, numbers of children and staff present, and any problems encountered. The provider was also asked to provide safe storage for disposal of soiled paper towels and tissues, particularly in the main play area and toilet. Both of these have been completed. The provider presented comprehensive records and risk assessments of all fire drills that have regularly taken place, offering all children the opportunity to take part. Children are therefore familiar with the procedure and their safety is maintained. In addition the provider now provides safe storage for the disposal of soiled paper towels and tissues. Containers with lids are situated near the changing area preventing the spread of germs and access by children.

Complaints since the last inspection

Since the last inspection since 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):

- provide and maintain daily visitors records
- increase parents awareness of policies and procedures

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 book area and the use of phonics in daily activities
- increase independent opportunities to use everyday technology and use information and communication technology to support children's 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