

Leapfrog Day Nursery - Chatham

Inspection report for early years provision

Unique Reference Number	EY289894
Inspection date	10 March 2008
Inspector	Janette Mary White
Setting Address	Brunel, Chatham Maritime, Chatham, Kent, ME4 4AF
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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 outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT SORT OF SETTING IS IT?

Leapfrog Day Nursery is one of 104 nurseries run by Busy Bees Group. It opened in 2004 and operates from five rooms in a purpose-built building. It is situated in Chatham Kent. A maximum of 72 children may attend the nursery at any one time. The nursery is open each weekday from 07.45 to 18.00 for 52 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 79 children aged from three months to under five years on roll. Of these 17 children receive funding for nursery education. Children come from a wide catchment area. The nursery currently supports a number of children who speak English as an additional language.

The nursery employs 19 staff of which 12, including the manager, hold appropriate early years qualifications. There are three staff working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children get plenty of robust physical exercise through the daily opportunities for active outside play. They use the outdoor facilities, including a climbing frame and slide, with gusto and have good control over their bodies. Children are confident in using a wide variety of large and small equipment including bikes and push along toys. Staff have a keen knowledge of each child's stage of development. Their competent understanding means all the children are confident to try out new skills. Older children set their own limits within the safe environment. They enthusiastically use the many opportunities throughout the day to 'free flow' into the outdoor space enabling them to explore, test and develop their physical control. Staff successfully motivate children's interest as they use the stimulating indoor activities outside. Children are excited as they manipulate the consistency of 'corn flour gloop'. They use different sized tools, such as paint brushes, to make marks to 'paint the fence'. Children thrive because staff follow effective procedures and practices which meet the children's physical, nutritional and health needs. Staff actively support and guide older children to become self-motivated and independent in their personal care, such as going to the toilet or dressing themselves for outdoor play.

All children develop a real desire to become independent as they freely help themselves to drinking water or juices throughout the session. For example, at snack or lunch times they are encouraged to pour their own drinks. Cups are labelled with their picture to enable them to easily recognise and identify their cup. Younger children and babies are regularly offered and reminded to drink throughout the day. All children enjoy fresh fruit and vegetables as part of a balanced diet. Older children are confident as they describe what's good to eat or some foods which are not so healthy. The staff use the 'topic web' system to develop discussions on healthy foods. This significantly contributes to children's understanding of a healthy lifestyle. Lunch meals are well balanced and take account of the individual and cultural needs of all children. Very young children are beginning to learn about healthy eating as they sit together and receive support from staff who encourage them as they eat.

Older children are aware of good hygiene through the planned activities and daily routine. For example, children describe how they wash their hands with 'super soap' from the dispenser and dry them with a paper towel. Older children read their home made posters and say 'germs can make you ill if you do wash your hands properly'. Children independently help themselves to tissues to wipe their noses and dispose of these in the bin. This is actively supported as staff clearly explain the importance of good personal hygiene. Staff wear disposable gloves and aprons during nappy changes, which helps to protect very young children and babies from cross infection.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children play within safe boundaries. There are meticulous systems in place to ensure good levels of supervision and physical boundaries are designed to carefully consider the safety of all the children. There is a designated health and safety officer who is responsible for checking the premises and outdoor equipment daily, and ensuring first aid boxes are well stocked. In addition, all staff are forward thinking as they make sure that basic first aid equipment is taken on outings. A comprehensive risk assessment promotes children's safety on outings and this is imaginatively extended through activities, which promotes their understanding of how to

keep safe. There is a systematic approach to making sure everyone is notified of any risks and room leaders complete an additional assessment to make sure that nothing is overlooked. In this way each room completes an individual record which is varied depending on the age of the child and the different resources, for example, sand and water trays or trip hazards for younger children just beginning to walk. Regular escape drills are completed on a monthly basis and older children are able to clearly describe what happens during a fire drill. There are excellent security systems in place. Parents are able to gain entry, but do not allow others to enter behind them. The main door is monitored and effective procedures are in place. For example, visitors are challenged and their details recorded. Children's safety is promoted as staff talk with them about being safe and they are proactive in working with the health and safety officer to ensure the ongoing safety of the children at all times.

Children take part in daily outdoor activities and use the equipment to develop their motor skills and physical abilities. A fully enclosed outdoor play area has been equipped with sturdy outdoor apparatus suitable for children to use all year round. Child height furniture encourages independence and staff ensure even very young children begin to understand how to keep safe when accessing resources. Sleeping babies are monitored effectively by regularly checking on them. Children's welfare is supported through developing child protection policies and the procedures for allegations of abuse made against staff. There is a designated child protection officer who is responsible for ensuring any concerns are recorded and the relevant agencies are contacted. The child protection policy is based on the Local Safeguarding Children Board's and staff have a competent knowledge of the action to take if they have concerns about a child in their care.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children respond excitedly to a wide range of creative activities. They actively use the apparatus and their imaginations as they play in the outside area. Children are self-motivated as they discuss their own creative ideas, such as using the dressing up to extend their own play. For example, the policeman says, "Stop, no running, because we don't want to bump our heads". Children are guided very well by staff who encourage them to observe, express their thoughts and develop their language. Staff have encouraged the children to develop a 'feelings board' and use this to further extend their understanding of their own emotions. Babies enjoy the benefits of lots of cuddles and close contact with staff and have secure relationships with their key workers. They are actively exploring the colours, sounds and feel of interactive toys with interest and concentration. Extensive planning is in place following the Birth to three matters framework and staff complete observations to help identify the next step for each child. For example, all babies play with objects in a 'treasure basket'. They begin to examine the texture of the every day objects and staff describe what the shells smell or feel like and note the babies' reactions. In addition, younger children explore with gusto the texture and feeling of glue as they make a collage together. They are beginning to understand that aprons are worn before taking part in messy play. Relevant aspects of the framework are accompanied by photographs and files contain more examples of activities, for example, a garden book or creative play with friends. Younger children recognise cartoon characters on their own display board and match these to those on a laptop computer.

Nursery Education

The quality of teaching and learning is outstanding. Children are making excellent progress towards the stepping stones and early learning goals. All staff are committed and have an

excellent knowledge of the Foundation Stage. The stepping stones are used to chart children's progress. Children are very secure with the staff in the nursery and have good self esteem. They all enjoy being a 'special helper' at lunch time as they help to lay the tables with cutlery and cups in preparation for lunch. Staff regularly question children using words, such as 'full' and 'empty'; this helps children develop their understanding when pouring their own drinks. Children work together to solve a problem, such as holding the cup steady as they pour the water. They can count confidently and show increasing skills in recognising and using numbers to support their play. For example, they recognise the number of children who can play on the computer. They follow the instructions as they use the mouse to click and drag objects and to make patterns. Children are surrounded by rich use of mathematical language. They enjoy activities that introduce them to different shapes, for example, looking at shapes in our everyday environment as they recognise and name them. Children are enthusiastic and enjoy their time at the group. They are provided with stimulating activities and staff help to continue their own interest in using 'self planning' webs.

Staff successfully capture children's interest by asking them questions and take note as they participate in the planned activities. Individual responses are recorded and this helps to build an accurate picture of each child's progress. Children are provided with activities which build on what they already know and can do. Staff regularly discuss and evaluate, with the children, the success of activities. The wide range of activities include quiet and active play, such as reading stories, educational computer games and completing the world map. Some are adult initiated, such as 'cornflour gloop' or 'French lessons' and planned craft, and some offer free choice, such as construction and imaginative play. Children make progress in all areas of learning through the organised and balanced range of activities. Easily accessible books and resources help to develop children's imaginations and communication skills. For example, as children predict what comes next in 'The Gruffalo's children' story. Investigation through resources including sand, cooking and drawing helps younger children to represent their experiences and ideas, and make connections as they play. All of the children are enthusiastic as they 'free flow' and enjoy the outdoor activities. Children are polite and considerate to each other and are learning to share favourite toys and co-operate with each other as they help to tidy the resources away. Overall the provision plans and provides activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

Helping children make a positive contribution

The provision is outstanding.

All children are welcomed and play a full part in the nursery. Children with learning difficulties or disabilities are welcomed into the group and staff adapt activities appropriately for their level of ability. There is a policy on equality which promotes anti-discriminatory practice for all children. They have access to varied resources, toys and equipment to stimulate their individual development. The positive images portrayed in posters extend children's daily opportunities to develop a balanced view of society. Staff value and respect each child and gather information regarding children's background needs, such as language spoken at home and their religion. They actively ensure children's individual backgrounds are respected and understood by others. In addition, their home language is successfully promoted because staff make sure they know some basic words and through the use of labelling every day objects. Children have extensive opportunities to learn about each other and the world around them through planned activities.

Children's behaviour is exemplary and they are supported in sharing and turn taking. Staff have high expectations and set consistent boundaries for the three to five-year-olds which helps them learn to negotiate with others and take responsibility for their own behaviour. For example,

children explain that the sign of two people tells them how many can play in the sand or water. Babies and young children show a sense of belonging because they are regularly acknowledged and affirmed by staff. They develop self assurance and confidence when making choices and seeking comfort or help. Children have good relationships with members of staff and other children. Their understanding of right and wrong is increased as they respond to gentle reminders to care for their environment, the resources and each other. Spiritual, moral, social and cultural development is fostered.

The partnership with parents is outstanding. An excellent partnership with parents contributes significantly to children's wellbeing in the nursery. Parents are given a comprehensive range of up to date written information and the policies and procedures are readily available. Staff use the information they gather on the children to settle them effectively. For example, the routines for babies follow the patterns established at home, causing minimal disruption when they join the nursery. Parents' views about their child's needs and interests are actively sought before the child starts at the setting. A consultation meeting is held twice a year to ensure the parents are provided with a comprehensive profile of each child's development. Children's observations are used to chart their progress and help to identify their next step; the key worker and parents continue to complete a profile on a regular basis throughout their time there. Children benefit greatly from the involvement of their parents in projects which contribute to their good health, safety, development and learning.

Organisation

The organisation is outstanding.

Most staff, including the managers, are appropriately qualified and all staff are vetted. Regular visitors have all the relevant checks and children are never left alone with unvetted persons. Children benefit from qualified and skilled staff who are effectively inducted. The excellent appraisal system ensures professional development is addressed and the comprehensive policies and procedures are consistently applied. All staff are committed to the continuous improvement and development of the group and actively identify further planned training events, such as child protection. They regularly reflect, monitor and improve the quality of their care and education through the use of self evaluation. The individual rooms are well organised and maximise play opportunities for children both inside and outside. All legally required documentation which contributes to children's health, safety and wellbeing is in place and is regularly reviewed. Children have purposeful activities and space to move around and make choices in their play. Toys and resources are well organised to promote children's self help skills.

The leadership and management is outstanding. Children's care is greatly enhanced by the exceptional quality of organisation and the outstanding leadership and management of nursery education. There is a comprehensive range of policies and procedures which contributes to the efficient and safe management of the provision. For example, records on medication, existing injuries and accidents are clearly kept and parents are asked to sign to acknowledge the incident. In addition, a separate 'head injury' form is completed and a copy is given to the parents at the end of the day. These systematic procedures help to promote children's care and welfare. Room leaders are self-motivated and have clear aims for the personal development and achievements of all children. All staff are committed to the integration of care and nursery education. Staff influence the planning of activities and inspire children to 'self plan' to meet their own interests. Children are motivated as they begin to plan using a 'topic web' to extend their own development and learning. Staff effectively record children's next steps and clearly differentiate activities for more able and less able children.

There are robust recruitment and vetting procedures and Criminal Records Bureau information meets the data protection procedure. Records of attendance show clear arrival and departure times for children, staff and visitors. The registration certificate is displayed for parents. All recommendations from previous inspections have been met. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

The previous inspection highlighted two recommendations to: devise and implement a system to make sure children understand the group rules and ensure the younger children have a range of activities and play opportunities in the outdoor area.

Since the last inspection the provider has implemented systems to ensure all children understand the group rules and younger children have daily opportunities to access the range of activities and play opportunities in the outdoor area.

As a result, children have actively taken part in devising their own group rules. They have produced these rules in a visual format, such as in pictures and words. In addition, children's understanding is imaginatively extended by using 'people signs'. This helps to develop an understanding of the maximum number of children who can play in certain areas. All children have regular daily opportunities to access the range of activities in the outdoor area. They eagerly play with a varied range of resources which develops their physical and self help skills.

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.

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The quality and standards of the care are outstanding. The registered person meets the National Standards for under 8s day care and childminding.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

No recommendations for improvement are made because the quality and standards of care are outstanding.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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