

Leapfrog Day Nursery - Bristol, Portishead

Inspection report for early years provision

Unique reference number	EY252071
Inspection date	09/01/2009
Inspector	Rachael Williams / Carol Cox
Setting address	Serbert Road, Gordano Gate, Portishead, BS20 7GF
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Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Leapfrog Day Nursery is one of five nurseries in the South West region, which are part of the national chain Busy Bees Limited. This large purpose-built day nursery was registered in 2003. It is situated on the outskirts of Portishead on a rapidly developing business park and residential estate. It is within easy commuting distance of Bristol, Weston-super-Mare and the M5 motorway. It operates from a single storey building, which comprises seven playrooms, a kitchen, laundry, staff room, office and toilets. There is also a fully enclosed garden for outside play.

The nursery is registered on the Early Years Register and both parts of the Childcare Register. It opens each weekday throughout the year, except for Bank Holidays, and operates from 07.30 to 18.00. A maximum of 91 children may attend the nursery at any one time. Currently there are 180 children on roll in the early years age range.

The nursery employs a manager who has an early years level 3 qualification. In addition 32 additional members of staff are employed to work directly with the children. Of these, 20 have level 2 or above early years qualifications. The nursery also employs a cook, a catering assistant and an administrator. The setting receives guidance and support from an advisory teacher from the local authority.

Overall effectiveness of the early years provision

Children enjoy their time at the nursery as close and caring relationships are established and they have a good sense of belonging. Planned activities relate to children's interests, acknowledging them as individuals, and, on the whole, they are engaged in a broad and balanced range of experiences. Learning intentions are not clearly identified and, consequently, children's progression is not effectively documented. There are satisfactory systems in place to monitor the provision and to take positive action to address identified areas for improvement. Partnership with parents is well established. Children's welfare is promoted effectively as staff are committed to enhancing outcomes for children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- use observations to assess children's progress and to monitor next steps in learning
- ensure consistency in organisation throughout the nursery to provide children with enjoyable and challenging experiences which have clear learning intentions
- monitor the provision for welfare, learning and development to ensure consistency throughout the nursery

The leadership and management of the early years provision

There are sound systems in place to monitor the welfare, learning and development for children within the nursery. For example, diligent room leaders have been proactive in evaluating the provision and addressing areas for improvement. For instance, to provide an inclusive environment, the staff are gradually using pictures to label resources and use a recognised sign language to label the environment. Learning and development is reduced for some younger children as daily routines compromise the time staff are able to interact with the children, for example, staff are engaged in nappy changing, sorting feeding bottles and putting up buggies for outdoor play, whilst children play without support. There are systems in place to ensure children and families with English as an additional language are fully supported. Room leaders are responsible for ensuring that the environment and resources reflect the community. As yet, this has not been fully established.

There are robust systems in place to ensure that children are safeguarded. There are stringent suitability and induction arrangements to ensure staff are appropriately vetted and qualified to work with children. Key staff have good knowledge of child protection issues and are fully aware of procedures to follow. Records, policies and procedures are maintained appropriately to ensure the safe and efficient management of the Early Years Foundation Stage.

High regard is placed on establishing effective partnerships with parents to ensure children's individual needs are met, such as through the completion of questionnaires during the settling in period, transitional forms as children move to a new room and daily records of younger children's routines. The lobby is warm and welcoming and parents can access a wealth of good quality information about the setting, such as an additional Stretch and Grow session. Parents are well informed of who is caring for their children and a stable key person system has been established to ensure continuity in children's care. Parents are given good guidance on how children learn through play and, through parents' evenings, receive relevant information on their children's achievements. Parents are invited to take observation sheets home which offers them the chance to contribute to their child's learning.

The quality and standards of the early years provision

Practitioners have good knowledge of the welfare requirements and are committed to ensuring that children can play in a hygienic and safe environment. Security is paramount. For example, there is buzzer entry into the nursery which is monitored effectively by staff based in the office and the use of the visitors record. Children become aware of their own safety as they are offered clear explanations, for instance a young child is reminded not to climb over her friend as it might hurt his legs. Standard risk assessments and daily check lists ensure children's safety. There are robust collection arrangements to ensure children are collected by authorised adults through the use of collection forms and a password system.

All children are encouraged to wash their hands before eating and, on the whole, hygiene arrangements are well monitored. Children benefit from healthy and nutritious snacks and meals which are prepared within the nursery by a dedicated cook in a clean and well maintained kitchen. Parents are well informed and there is excellent provision to ensure the children's special dietary needs are acknowledged and catered for appropriately. Parents of the youngest children are given a weaning menu and decide which stage their children are at and confirm that they have already sampled all the ingredients. Most children are able to access water throughout the day to ensure they remain hydrated; this is being addressed in the Noisy Parrots room so that older children may access water independently. Children are effectively challenged within the well equipped outdoor area, especially in the Noisy Parrots room where the children are able to make decisions about their play and access the outdoor area independently.

Children behave very well as they are clear on limitations, boundaries and expectations. For example, older children are given a two-minute warning and the sand timer monitors the time they have left to play before they need to tidy away. There is good liaison with parents to ensure that behaviour management strategies are consistent and that children receive appropriate guidance and support. Close and caring relationships are established with the children, for instance a young baby is cuddled close during feeding times. The children have an excellent sense of belonging as staff have good knowledge of them as individuals. Children show care and concern for each other, for instance when a young child begins to wander around the room a member of staff gently reminds him where his bear is. The child confidently rescues it from another child; he then proceeds to find an alternative bear to give to his friend so that she can be comforted by a bear as well.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

Since the last inspection there have been no complaints made to Ofsted that required the provider, or Ofsted, to take any action.

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.