

# Leapfrog Day Nursery - Bristol, Bradley Stoke

Inspection report for early years provision

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<b>Unique reference number</b>	135962
<b>Inspection date</b>	24/11/2008
<b>Inspector</b>	Lorraine Sparey / Karen Elizabeth Screen

<b>Setting address</b>	Ferndene, Bradley Stoke, Bristol, Avon, BS32 9DF
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<b>Type of setting</b>	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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 opened in 1998 and was taken over by Busy Bees nursery chain in 2007. The nursery is situated in a purpose built two-storey building in Bradley Stoke, on the outskirts of Bristol. The ground floor, which has six play rooms, is allocated to babies and children aged under two years. Separate nappy changing areas are located nearby. Children aged between two and five years are based on the first floor, which has three main play rooms. Toilet facilities are adjacent to these areas. There is a secure garden for outside play. This is divided into separate enclosed areas depending on age. The nursery supports children with learning difficulties and/or disabilities and children for whom English is an additional language.

The group is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 100 children may attend at any one time. There are currently 160 on roll, of these, 48 are in receipt of nursery education funding. The setting operates all year round, excluding bank holidays, Monday to Friday, from 07:30 to 18:00.

A team of 32 staff work with the children, of whom, 18 hold a relevant child care qualification. The nursery receives support from the Local Authority.

## Overall effectiveness of the early years provision

The setting works well with parents and carers, providing good opportunities to be involved in their children's learning and for influencing nursery provision. Children are generally offered an appropriate range of play and learning opportunities. However, there is not always a balanced approach to indoor and outdoor play for all children throughout the nursery. Adequate procedures are in place to identify children's individual needs, which are generally promoted. The management and staff are constantly developing and evaluating the provision through suitable systems.

## What steps need to be taken to improve provision further?

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

- increase staff knowledge and understanding of how to promote children's learning and development, ensuring sufficient challenge and support for all children
- review the organisation of large group activities to ensure all children are supported and able to participate
- ensure safety issues that have been identified during daily checks are addressed
- ensure that there is a balance of indoor and outdoor play for the youngest children in the nursery

To fully meet the specific requirements of the EYFS, the registered person must:

- obtain prior written permission for each and every medicine from parents before any medication is given (Safeguarding and promoting children's welfare)

08/12/2008

## **The leadership and management of the early years provision**

Management have devised some good systems to monitor and evaluate the provision. Staff are invited to complete peer observation in other rooms within the nursery to help identify areas to develop. A room audit system has begun to review ways staff respond to children's interests and developmental needs. Staff have endeavoured to address recommendations from the last inspection. However, some issues have not been fully addressed such as supporting the youngest children in outdoor play.

Children's health, safety and well-being is generally supported through a comprehensive range of policies and procedures. Staff are able to demonstrate sound knowledge and understanding of safeguarding issues and the setting's protocols. Detailed risk assessments are completed by the health and safety officer, providing staff with clear information on potential hazards. Daily checklists are completed. However, staff do not always act quickly to rectify identified potential hazards, such as a hole in the outdoor play area. As a result, a child riding a tricycle gets the wheel stuck in the hole and falls off. Generally all the required documentation is in place with the exception of written prior consent to administer medication, which in some cases is missing.

Some staff are skilled in using Makaton to support children for whom English is an additional language. In addition there are basic key words in some of the children's languages displayed on the walls. However, this is not the case with all languages spoken.

Staff develop effective partnerships with parents and carers. Regular opportunities are provided for the parents to be involved in their child's learning. For example, monthly open sessions provide opportunities for parents to play with their children within the setting. Staff hold regular meetings to share information, including providing every parent with a DVD explaining the Early Years Foundation Stage framework (EYFS). Home observation and 'What I did at the weekend' sheets, provide opportunities for parents to actively contribute to the children's assessments.

## **The quality and standards of the early years provision**

Children are happy and settled within the Nursery. They respond well to the warm welcome extended by staff. Each child is greeted individually and some children rush over to staff to receive a hug as they wave goodbye to their parents and carers. All staff are involved in the planning throughout the nursery. They

complete detailed observations and assessments, although these are not used effectively in some areas of the nursery, to identify and plan the next steps in children's learning and development. This results in some children not being sufficiently challenged in order to maximise their progress. All staff are caring in their approach, although their knowledge and expertise in recognising and providing equipment and resources to best support children's play and learning is not always consistent. For example, staff do not always recognise the learning intention, such as a planned water play activity for younger children which lacks sufficient water to wash dolls clothes or float a boat. Children's independence is fostered throughout the nursery. For example, a young child helps to carry a bowl of water to the sink and children are encouraged to put on their own coats and boots when going outside to play. Children independently select from the resources within the rooms. Several older children use their imagination to act out the familiar roles such as 'mummies and daddies'.

Organisation of staff deployment during daily routines is not always sufficiently flexible to accommodate children's individual needs. For example, during whole group activities or transition times children of differing abilities are grouped together, which results in some children becoming frustrated, affecting their ability to fully participate.

From an early age children recognize and respect the boundaries and expectations regarding behaviour. Older children are able to describe the 'Golden Rules' they follow giving clear examples of unacceptable behaviour such as 'Not sharing toys with our friends'. Children learn about healthy lifestyles through projects and discussion. A dentist visits and teaches the children about oral hygiene, encouraging them to participate in the 'Stop the rot' campaign. Children learn about how to keep themselves safe through discussion with staff and participating in safety activities. Children have the opportunity to use safety resources such as a zebra crossing, a stop and go sign and a set of traffic lights to practise road safety. Good procedures are in place to support sleeping babies. For example, staff sit with them to ensure their safety. Children are beginning to learn about the wider world through the use of some resources reflecting positive images of our diverse society. Children are learning Makaton to gain an awareness of different forms of communication.

## 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

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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?	3

### Quality and standards

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

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](http://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 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.