

Leapfrog Day Nursery - Salisbury

Inspection report for early years provision

Unique reference number	EY248267
Inspection date	28/11/2008
Inspector	Marilyn Joy
Setting address	London Road, Salisbury, Wiltshire, SP1 3YU
Telephone number	01722 417272
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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).

Description of the setting

Leapfrog Day Nursery opened in 2003. It is owned by the Busy Bees Group which purchased the Leapfrog Group in 2007. The nursery operates from purpose built premises situated towards the north-east of Salisbury. The nursery is on two levels, which includes four base rooms, and has wheelchair access. The nursery is registered on the Early Years Register only.

The nursery is registered to provide care for up to 93 children in the early years age group and serves a wide local area. There are currently children from 107 families on roll. Children attend for a variety of sessions, either full or part-time. The nursery opens five days a week all year round, from 07.00 until 19.00. There are 16 full-time and three part-time staff working with the children.

There are 15 staff with early years qualifications and two are currently working towards a relevant qualification. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Children flourish in the well-organised, stimulating and challenging environment offered. Comprehensive systems underpin the smooth operation of the nursery and, as a result, children's welfare, learning and development is extremely well catered for. Effective arrangements are in place to support children's individual needs including liaison with other professionals and settings. The nursery demonstrates a clear capacity to address areas for continued improvement and maintain high quality care. Children benefit from the positive relationships developed with the dedicated team of staff.

What steps need to be taken to improve provision further?

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

- ensure the deployment of staff within each age group allows the qualifications requirement to be met and that there are enough staff present as children arrive
- develop the outdoor environment so that it offers a variety of flexible resources that can be used to facilitate children's play, exploration and understanding of the world around them.

The leadership and management of the early years provision

Effective management and thorough organisation at all levels ensures children's health, safety and welfare is given paramount importance. Comprehensive and realistic self-evaluation enables staff and management to assess the provision and accurately identify areas for further development. Detailed action plans are drawn up with timescales for implementation. Very good progress has been made since

the last inspection which has had a positive impact on children's experiences.

Partnership with parents is exemplary. They receive an excellent range of information about their child and the nursery. Informative and colourful displays decorate all available space with examples of children's work proudly displayed for everyone to see. Parents appreciate the value given to children's home experiences and home language. Information is gathered regarding children's individual needs and this is reflected within the care provided. Parents are fully involved in children's learning and planning for their progression. They are recognised as the primary carer and their contributions are an essential part of children's time at nursery.

Children's welfare is safeguarded. The premises are safe, extremely secure and well-maintained. Clear procedures are in place regarding child protection and staff know what to do if they have concerns about a child in their care. Robust recruitment and employment procedures ensures staff suitability and their ongoing professional development through further training and support from management. Staff are usually deployed effectively throughout the nursery, although there are some occasions when, in order to maintain continuity for the youngest children, the qualifications requirements are not fully met. Sometimes the arrival times of children and staff is not efficiently coordinated to maintain staffing levels in all rooms. Providing continuity for children is given a high priority. Regular relief staff are employed so they are familiar with the setting procedures and many of the children who attend.

The quality and standards of the early years provision

Children make good progress towards the early learning goals. They experience a broad range of exciting and challenging activities and resources that promote their development in all areas. Comprehensive systems for planning and assessment are currently being introduced and staff attend training to ensure they have a secure understanding of the Early Years Foundation Stage. Staff get to know children well and plan their individualised learning according to their particular interests and stage of development. For example, a new baby at home or an interest in trains prompt a range of associated activities. Delivery of a uniform system throughout the nursery ensures continuity, supporting both children and staff.

Children demonstrate a strong sense of belonging and are comfortable and at ease in their environment. Each age group has their own fully-equipped and dedicated base room. Interconnecting doors and direct access outdoors for the younger children enables free-flow between play areas and an opportunity for them to mix and learn from each other. Older children are housed upstairs so a new system has been introduced to enable them to choose when they would like to go outside. Children are still getting used to the system and sometimes it means they have to wait if there are not enough wanting to go outside. Outdoors is well-resourced with a good range of toys and equipment being set out to promote learning in all areas. Physical development is well-supported with a large climbing frame, various wheeled toys in different sizes and a play house. Sand and water are set out as well as a variety of indoor toys, such as construction kits, puzzles, story books and

painting. A vegetable garden has been introduced and toddlers have made rain catchers so they can see how much rain has fallen. However, the area lacks flexible resources that can be used in different ways to facilitate investigative play and encourage exploration and understanding of the world around them.

Children's good health is supported extremely well. Excellent measures are in place to prevent the spread of infection during daily routines. Children receive consistent support from staff and consequently develop good hygiene habits themselves. A varied and appetising menu of nutritious food cooked and prepared on the premises encourages healthy eating and reflects children's individual dietary requirements. Independence is generally encouraged well at meal times with older children serving their own lunch and snacks, although some opportunities are missed to maximise their learning at these times. Children learn about keeping themselves safe because staff are very good at using every opportunity to prompt their learning. Hazards are removed and staff help children to use tools and equipment safely and be careful of each other as they play.

Children benefit from the good support they receive from the happy and dedicated staff team who evidently enjoy their work and are committed to delivering high quality care. Clear behaviour management strategies help children to understand what is expected of them and behave well. Babies enjoy investigating treasure baskets and making sounds as they bang objects together. Toddlers begin to develop their hand-eye coordination and explore what happens next when pouring water onto the water-wheel and overfilling their containers. Older children choose what they want to play and set out activities for themselves. They are highly motivated and become engrossed in what they are doing, whether it is constructing their own train, making faces from fuzzy felt or sharing books. Children gain confidence and develop skills for life as they progress through the nursery. They become increasingly confident communicators, learn signing during singing sessions, operate simple programmes on the computer and enthusiastically engage in a wealth of creative activities.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	2
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 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 registration there have been no complaints made to Ofsted.

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.