

# Leapfrog Day Nursery - Carshalton

Inspection report for early years provision

---

**Unique reference number** 954267  
**Inspection date** 13/01/2009  
**Inspector** Sarah Street

**Setting address** The Old Chapel, Kenny Drive, Carshalton, Surrey, SM5 4PH

**Telephone number** 0208 642 6175  
**Email** carshalton@pcnurseries.com  
**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, Carshalton has been registered since 2000 and is one of a chain of nurseries run by Busy Bees Group Limited. They are registered on the Early Years Register. The nursery operates from a converted chapel in Carshalton, Surrey and is situated in a residential area, primarily serving children from the local community. Children are grouped in rooms according to their age range and use their own garden areas for outside activities. Rooms on the ground floor are easily accessible to all. Those on the first floor are accessed by a flight of stairs.

A maximum of 98 children may attend the nursery at any one time. The setting is open each weekday from 07.00 to 19.00 throughout the year, with the exception of public holidays. There are currently 153 children on roll aged from three months to five years. Of these, 41 receive funding for nursery education provision. The nursery supports children who have English as an additional language and children with learning difficulties and disabilities.

The setting employs 33 members of child care staff. Of these, 24 hold appropriate early years qualifications. A further three staff are currently working towards a level 2/3 qualification. In addition, the setting employs a cook, kitchen assistant and an administrator support worker. The nursery receives support from the local authority early years advisory team.

## Overall effectiveness of the early years provision

Enthusiastic staff at Leapfrog Day Nursery, Carshalton put the needs of every child first. As a result children enjoy a happy and positive experience. All children are respected and valued as individuals and make strong progress in their learning and development. Children with identified specific needs receive very good support that enables them to fully participate. The setting strives for continuous improvement as they reflect on their practice to identify areas for future development. Good arrangements exist to ensure children's health and safety.

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

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

- continue to develop the recently introduced child-led planning, demonstrating how observations are used to plan for personalised learning and how parents are involved in making decisions about the next stage of their child's learning journey
- develop the system to ensure consistency in development and learning for children attending other settings who deliver the Early Years Foundation Stage
- ensure the system for obtaining parents acknowledgement after the giving of any medication is followed in every case.

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

Management is focussed on helping all children make good progress and staff are deployed effectively. The manager takes the preferences for the ages of children staff prefer to work with into account, implementing this in the best interests of the children. Friendly staff work well together and have a common sense of purpose. The setting runs smoothly on a day-to-day basis. Children play safely in bright, welcoming and clean premises. They confidently select and use a good range of toys and equipment that are suitable for their varied needs. Recruitment procedures demonstrate that staff working with children are suitable to do so. Staff regularly access training and talk with confidence about what they have gained from courses. Risk assessments are clear and relevant to the setting. They demonstrate the ability to identify any areas of concern and to take action to minimise risks. These assessments are regularly reviewed, particularly if an incident occurs.

All required policies, procedures and documents for the safeguarding of children are in place. These are neatly recorded and confidentially stored. Staff obtain written permission from parents before administering any medication and record when they have administered it. However, the system to gain parents acknowledgment that their child received medicine is not consistently followed. Staff are very aware as to when they will have concerns that a child may be at risk from abuse. They are all clearly aware of their roles and responsibilities. Clear progress has been made since the last inspection. The nursery continues to reflect on their practice enabling them to make improvements for children. For example, a parent forum has started.

Good links are developed with parents. A detailed exchange of information before a child starts helps with the settling-in of each child. A daily exchange of information enables home routines to be followed where possible and this supports consistency of care. For example, the sleep and feeding patterns of babies follow those of their home routine. Parents and grandparents state they are very happy with the setting, commenting that staff are friendly and welcoming. They have access to the plans, newsletters and developmental records. Parents are encouraged to share what they know about their child, but are currently not involved in making decisions about their child's next learning experience. The setting are about to implement a system to seek this information. The setting have not yet developed links with other providers who deliver the Early Years Foundation Stage (EYFS).

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

Staff's good knowledge of the EYFS requirements means they are skilful in helping children progress well in their learning both in and out of doors. Individual, sensitively written observations demonstrate that all areas of learning are equally important. All planning starts with observing the child in order to understand and consider their current interests, development and learning. Staff talk very knowledgeably about each child, including their learning aims. It is not clear how

the observations are used to inform the written plans. The setting are aware of this and taking action to amend the system. Staff offer realistic and challenging opportunities and are obviously committed to their role. They talk with confidence about the aims of activities and how they support each child.

Children happily enter the setting, have warm relationships with staff and are very caring towards each other. For example, when a child is laying on the sofa a friend comes over to ask what is wrong. Children are independent learners who are motivated and busy at their chosen activity. Staff intuitively know when to stand back and when to intervene in play. In the older pre-school room, children happily play a board game without the need for adult intervention. They agree and discuss their rules, taking turns to lead the game. In other rooms the interest of younger children is maintained as staff regularly rotate the toys and activities. Animated conversations take place as staff listen actively to the children, responding with interest and enthusiasm. They encourage thinking as they ask open ended questions. Children enjoy listening to stories, which they retell with accuracy. They handle books with care and obviously enjoy looking at them. Lots of opportunities exist for children to develop their creative skills. Babies enjoy exploring instruments and older children sing and dance with confidence and enjoyment. Many malleable materials including shaving foam, play dough, wet and dry noodles and flour and water enable children to use their senses to explore. The garden is used effectively to support learning. Children learn about the natural world as they plant and grow fruit and vegetables in their garden patch. Large muscle skills are developed as children climb on the equipment, throw balls into the basketball net, use a golf course and steer and pedal buggies and bikes.

Staff encourage positive behaviour as they are consistent role models who manage behaviour appropriately. They give clear explanations and relevant praise. Children learn about sharing and taking turns as staff intervene if incidents arise. Children's health and well-being is promoted as effective steps are taken to minimise the risk of infection, accidents are promptly dealt with and children are closely supervised. Food is plentiful and prepared in clean premises. Very good systems exist to manage the many dietary needs of the children who attend. Meal times are social occasions and children develop an understanding of healthy eating. They confidently state that healthy foods have vitamins and these help you grow.

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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?	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](http://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**

There have been no complaints made to Ofsted since the last inspection.

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.