

Leapfrog Day Nursery - Stevenage College

Inspection report for early years provision

Unique reference number EY289906
Inspection date 27/10/2008
Inspector Susan Tuffnell / Lynne Kathleen Talbot

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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 registered in June 2004 as part of the Nord Anglia group of nurseries. It operates from a single storey purpose built building located near North Hertfordshire college in Stevenage, Hertfordshire. A ramp to the main entrance and widened door frames means that the premises are easily accessible. Children have access to fully enclosed outside play areas.

The nursery is open each weekday for 52 weeks of the year from 07:30 to 18:00 with core hours of 08:00 to 18:00. The nursery is closed for bank holidays. There are 98 places for children in the Early Years Foundation Stage and there are currently 120 attending. Most of the children live locally or travel from the surrounding areas.

There are 36 staff members. Of these 20, including the manager and the deputy manager, hold relevant childcare qualifications and five are currently studying for NVQ Level 3 qualifications.

Overall effectiveness of the early years provision

Overall, Leapfrog Day Nursery make good provision for children in the Early Years Foundation Stage (EYFS). Planning for the EYFS is in the process of being implemented across the nursery. Children are receiving effective learning and development experiences through appropriate activities and resources and are making good progress in all areas. Staff create a very welcoming environment. They build secure relationships with children and encourage strong partnerships with parents and other professionals.

What steps need to be taken to improve provision further?

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

- ensure that daily safety checks of all areas prior to sessions are completed and documented
- plan activities in line with the early years foundation stage to ensure that each child receives an enjoyable and challenging experience across the six areas of learning
- ensure that children's identified learning needs are carried forward, implemented into future planning and evaluated to give a clear picture of progress.

The leadership and management of the early years provision

Comprehensive policies and procedures, shared with parents, ensure that all children's needs are met. Staff show a genuine desire to promote the best care and opportunities for children, they continuously review and update training and

knowledge such as behaviour management and EYFS. A whole staff commitment to implementing 'sing and sign', a non-verbal communication method, means that staff pay attention to observing and listening to all children. The comprehensive evaluation procedures, which involve all staff and managers, mean that staff have an excellent understanding of their strengths and weaknesses and can implement change to improve the outcomes for children.

Robust safeguarding procedures are consistently implemented, ensuring that children are protected at all times and their welfare is promoted. For example, persons entering the nursery do so by ringing a bell to be admitted, visitors are supervised at all times, and clear information is displayed for the attention of parents and carers throughout every room. Generic risk assessments for the setting, as well as specific risk assessments for each type of outing ensure that children's safety is assured.

Staff and managers demonstrate dedication and commitment to maintaining excellent partnerships with parents. Methods to support this include six-monthly meetings, liaison meetings with parent representatives and training meetings for parents to address specific topics linked to children's learning. Through these methods the setting has continued to make improvements to partnership working as shown by the, 'you said - we did' notice board now being used. The setting works closely with other professionals and persons within the community including the local children's centre, advisors to assist with children with learning difficulties and/or disabilities and schools. This is shown by the use of the sensory room by people in the community and the equipment and guidance followed by staff to support children in the nursery.

The quality and standards of the early years provision

Children are consistently offered good opportunities and a variety of activities to enable them to make good progress across all areas of learning and development. Staff respond positively to children's interests. For example, favourite play materials are used across a range of activities to enrich learning experiences for children. Comprehensive observations and assessment by key persons ensure that the individual needs of all children are fostered well. However, although the next steps of children's learning are clearly identified, they are not implemented into forward planning to ensure their progress is tracked. The implementation of planning under the EYFS is in the early stages as staff have just completed their training. However, in the interim the stimulating environment and the thoughtful and attractive presentation of resources ensure that all areas of learning are covered.

Staff support the children well and encourage them to play imaginatively and be creative. For example, children use construction equipment to design models such as a bird house. Problem solving skills are used to remodel the structure to include an opening for the birds to enter. Children are fully involved in the routines of the nursery as they help tidy up the toys, sweep up spilt sand and lay the table at mealtimes. They select resources freely and use these imaginatively to initiate and extend play. For example, they spontaneously select different instruments and play along to taped music. This is extended into the home corner with chop sticks and tin

pans. Attractive and stimulating resources in the baby room encourage them to explore and investigate their environment. They confidently use musical interactive toys to develop their control and coordination. Children are provided with experiences which help them to develop a positive sense of themselves and others. They recognise photographs of their peers, organise roles in the home corner and seek out friends to play with. Children have excellent opportunities to be active as they access a wide range of activities for physical play. For example, learning is extended as numbers are used in order by children as they hop and jump across the squares during a game of Hopscotch. Children independently select and complete programmes on the computer. They enjoy books and attempt writing for different purposes. Notes and lists are written on post-it labels and resources used to make 'invitations'. Children learn the importance of healthy lifestyles through routines and support from staff. For example, they independently use tissues and dispose of these appropriately.

Children are cared for in a safe, secure environment. Staff help children to gain an understanding about personal safety as they guide them through the fire evacuation procedure and organise activities such as a visit from the fire safety officer and the 'beep beep' road safety programme. Risk assessments are carried out and regularly reviewed. Health and safety daily checks take place. However, there is a lack of consistency regarding implementing these checks to ensure that high levels of hygiene are maintained and risks to children minimised. Staff have a clear understanding of safeguarding children.

Annex A: record of inspection judgements

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

Overall effectiveness

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

Leadership and management

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

Quality and standards

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

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

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.

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