

Leapfrog Day Nursery - Harlow

Inspection report for early years provision

Unique reference number EY307317
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Inspector Lynn Clements

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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 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 1995. It is registered to care for a maximum of 121 children at any one time. The premises are purpose built and situated on a business park in Harlow. Access to the provision is on one level and there are toilet facilities for those with disabilities. The setting is registered on the Early Years Register and on both the voluntary and compulsory part of the Childcare Register. The nursery is open each weekday from 08.00 until 18.00, 52 weeks of the year. All children have access to secure outdoor play areas.

There are currently 82 children on roll, of these, 26 are in receipt of early years funding. Children attend from a wide catchment area. The nursery currently supports a small number of children with learning difficulties and/or disabilities and a small number of children who speak English as an additional language.

A total of 22 staff are employed in the provision, 17 members of staff hold appropriate early years qualifications whilst five are currently working towards recognised training.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The needs of all children are met very well as the uniqueness of each child is recognised and all children are supported so that no group or individual is disadvantaged. Children are enabled by adults to make exceptionally good progress in their learning and development, although, there is a minor weakness with regard to assessment. Clear and effective systems are in place to ensure that children's welfare is protected and promoted at all times, however, there is a weakness relating to confidentiality. Open partnerships with parents, carers and others, in the wider context are used to promote extremely good quality education and care and support smooth transitions for each child, in addition, attention to evaluating practice enables managers and staff to work with parents and the children in order to bring about continuous improvements.

What steps need to be taken to improve provision further?

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

- develop further systems of assessment to ensure next steps are consistently linked to the areas of learning in order that progress towards the six early learning goals can be accurately plotted
- ensure that records on staff and children are only accessible to those who have a right or professional need to see them.

The leadership and management of the early years provision

Very good overall management and working closely as a team with members of staff provides positive outcomes for children. Attention to effective policies and procedures which are personalised to the setting, protects children's welfare and ensures the smooth daily running of the provision. Records are stored securely, however, attention to respecting confidentiality is not fully adhered to as some children's records are displayed on base room walls. All required paperwork is in place. Registers are maintained appropriately, recording times of attendance in order that everyone can be safely accounted for and ratios met at all times. Clear arrival and collection procedures are in place and children only leave the setting with adults authorised by their parents or carers. In addition, closed circuit television is used throughout the setting to provide additional security and peace of mind. The leadership team has worked extremely effectively with all staff, children and families to reflect and evaluate how their provision works and how they can improve on the services they offer, for example, developing open evenings to include fun activities for the children so parents and carers do not have to worry about child care arrangements. There is also a parents and carers liaison group, which holds regular meetings with staff in order that everyone works together in the best interests of the children.

Robust systems are in place for the appointment of staff. All staff receive an enhanced criminal record bureau check, in order that children are protected from harm. Staff understand how to safeguard children in relation to child protection. Staff induction and ongoing appraisals support both new and existing members of staff and there is an extremely positive focus on continuing professional development in order to continue to deliver high quality care and learning opportunities. There is no bias in practice in relation to gender, race or disability. Staff work closely as a team, with parents, carers and others to provide very good support for children with learning difficulties and/or disabilities, enabling them to make very good progress in relation to their starting points and capabilities.

Significant improvements have been made since the last inspection, these include, the development of an exceptionally well-equipped, welcoming outside environment which is now used extremely-well in order to provide free-flow learning opportunities outside. Staff have also increased role play scenarios, providing high quality props and resources which stimulate children's imagination, interest and participation, helping them to explore feelings and ideas through safe play-based learning. Staff have also spent time increasing opportunities for children to make marks and use writing for a purpose. Children use a variety of media for mark making including sand, dough, water, paints and pencils. In addition, older children link sounds and letters, developing phonic skills which they actively use for early writing. Extremely good, purposeful partnership with parents and others, ensures that information on children is shared thoughtfully. All members of staff work productively with parents and clear systems are in place to support interaction and encourage parents and carers to take an active role in their child's learning and development within the nursery.

The quality and standards of the early years provision

Children throughout the nursery are confident and secure. They make excellent progress in all six areas of learning, supported by genuinely dedicated, caring staff. Staff have completed training in the Early Years Foundation Stage (EYFS) and actively embrace the framework to support their practice. Staff work closely with parents, carers and the children themselves, to ascertain their capabilities and starting points, this information is then used by staff to provide fun, interactive learning opportunities which clearly build on what the children know and can do. Key persons are in place and observe children's achievements. This information is then used directly to inform future planning in order that children continue to make excellent progress towards the six early learning goals, based clearly on what they know and can do. Staff take time to monitor progress and identify next steps in children's learning, however, there is a minor weakness in relation to some next step learning intentions not always being clearly linked to learning intentions within the six areas of learning in order that progress towards the early learning goals can be easily plotted. All assessment records are shared with parents and carers and plenty of opportunities are in place enabling them to share in their child's formative years. In addition to assessment records, diaries are in place for babies, providing clear information for parents about their daily routines and their progress.

Opportunities in communication, language and literacy are adapted to meet the differing needs and interests of all children. Time is taken to help children develop their understanding of the spoken and written word. They develop language for communication, sharing their ideas and joining in discussions, such as sharing news from home, enjoying story time or organising their own role play ideas. They confidently link sounds to letters, developing phonic skills which they build on, for example, when designing their own book covers based on their favourite stories. They develop problem solving and reasoning skills as they explore numbers for counting, for instance, during games of hide and seek, or whilst they sort objects by colour, size, shape and type.

Outside play and physical development is a particular strength of the setting. Staff fully understand the aims of the EYFS and plan free flow outdoor activities to support children as they plant and grow produce, take appropriate risks, for example, climbing and using large apparatus, demonstrating balance and coordination. They enjoy making music, joining in role play and developing their imaginative games or using wheeled toys, negotiating pathways and moving safely. They dance and sing showing control over their bodies as they match action to rhymes and simple songs, such as 'Dingle dangle scarecrow'. Children learn about the world around them, they enjoy walks around the local area or topics where they develop their understanding about the wider world, using resources and examining interesting artefacts and treasures to help bring learning to life and provide first hand investigative experiences for each and every child. Space for babies has been extremely-well thought through and planned to provide an excellent learning and development environment, they have free flow access to a secure outside play-area enabling them to learn and develop both inside and outside. A sensory room with adjacent fun room is in place to help stimulate and

support children with learning difficulties and/or disabilities, but all children have regular access, helping them to enjoy the fun of the apparatus but also to learn about the needs of others, their similarities and differences.

Staff are caring and develop warm relationships with the children. Children's welfare is paramount. Staff encourage children to learn about safety, practising road safety whilst out and about or ensuring that all children take part in fire evacuation drills so everyone knows what to do in an emergency. Children learn about personal hygiene, washing their hands at pertinent times. Nappy changing routines ensure that cross contamination is kept to a minimum, but also meets children's individual needs. Clear risk assessments are in place to protect children from hazards, both inside, outside and whilst out and about. In addition, all staff undertake paediatric first aid training in order to care appropriately for children in the event of an accident. The provision is extremely well-organised, providing child-height storage so children can extend their play and learning at their own pace. Children have access to drinking water at all times and all children are able to rest or be active according to their individual needs.

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?	1
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?	1
How well are children helped to enjoy and achieve?	1
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?	1

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