

Leapfrog Day Nursery - Braintree

Inspection report for early years provision

Unique reference number	405269
Inspection date	27/01/2009
Inspector	Lynn Amelia Hartigan
Setting address	Galleys Corner, Braintree Road, Cressing, Braintree, Essex, CM7 8GA
Telephone number	01376 344416
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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).

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

Bust Bees Nursery opened in 2001 and is one of a national chain. The nursery operates from a purpose-built building in Braintree, Essex. There is level access to the premises. A secure enclosed outdoor area is available for outdoor play activities. A maximum of 109 children aged from birth to five years may attend the setting at any one time. The group is open five days a week from 07:00 to 19.00 throughout the year.

There are currently 99 children attending who are within the Early Years Foundation Stage (EYFS) years. This provision is registered on the Early Years Register and on both the Voluntary and Compulsory parts of the Childcare Register. There are 17 members of staff, including the manager. Of these, 13 members of staff hold appropriate early years qualifications. Three members of staff are working towards a qualification.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Staff have a good understanding and knowledge of each child's individual needs and this ensures they promote all aspects of children's welfare and learning within an inclusive environment. Children are safe and secure at all times and enjoy learning about their local area and the world around them. The partnership with parents is a key strength and contributes significantly to ensuring that the needs of all children are met, including any additional support that is required. This means that children, in particular the young children make good progress, given their age, ability and starting points. Self-evaluation by the manager ensures that any priorities for future development are identified and acted on, resulting in a service that is responsive to the needs of all of its users.

What steps need to be taken to improve provision further?

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

- ensure policies and procedures are regularly reviewed and updated
- continue to develop the educational programme to make full use of the outdoor environment to deliver a range of learning opportunities in all six areas of learning, with particular regard to the children in the pre-school
- use observations and assessments to identify learning priorities and plan relevant and challenging learning experiences for each child
- provide further opportunities for children to self-select toys and activities that motivate and interest them, with particular regard to the children in the pre-school.

The leadership and management of the early years provision

The manager is motivated and enthusiastic and strives for quality which is evident through ongoing improvement and is integral to the children's learning, development and welfare. The policies and procedures in place are implemented effectively and shared with parents to ensure they are fully informed of the nurseries childcare practices, however these are not reviewed and up-dated regularly and some policies provided for parents are inaccurate. All staff are fully committed to working in partnership with parents and carers and have implemented effective systems to enable parents to share their views. Parents are positively encouraged and supported to contribute to their child's learning and development. This is successfully achieved with the use of 'home-link' and 'about me' books and through regular feedback from staff. Parents comments are extremely positive about every aspect of their children's care and learning.

The manager is beginning to make good links with local schools and the setting receives regular support from the area special needs co-ordinator. People working within the community such as the fire brigade and police officers are welcomed and regularly visit the children. The manager operates an open-door policy and all children and their families are welcomed into the setting. Regular monitoring and evaluation of the settings practices ensures an inclusive environment is provided.

Good procedures are in place for recruitment, induction appraisals and training. The commitment of the manager and her staff to attend training ensures that children are cared for by an experienced staff team. An informative safeguarding policy is understood by all staff members and some attendance at training ensures the children's well-being is not compromised. Thorough risk assessments are regularly completed to ensure the environment and activities both indoors and outdoors remain safe for children. Some monitoring and evaluation of the learning provision for older children enables the staff to identify areas for improvement. Consideration is given to the views of parents to ensure a quality service is provided.

The quality and standards of the early years provision

Children are able to play and learn in a bright child-friendly and welcoming environment, however pictures, posters and some toys are not always at their level. The refurbishment and improvements to the garden has provided the children with an excellent and exciting outdoor play area which enhances their learning opportunities outdoors. Most staff have a good understanding of child development and how children learn. Most children are provided with a good range of play and learning opportunities and are able to independently access a selection of resources as these are easily accessible in named trays and boxes at the children's level. This enables children to make choices and direct their own learning and play. Young children confidently decide to dress as 'princesses' and 'mermaids' and staff are on hand to assist. Younger children are able to choose if they want to play outdoors and happily free-flow from indoors to the delightful outdoor play area. They concentrate for some time digging the soil and putting it into pots, or

using the bamboo drain pipes to float and move corks. They enjoy stories in the tepee and using the musical instruments outdoors. However children in the pre-school room do not have the same opportunity to initiate when they want to explore and play outdoors. Developing activities and opportunities with regard to the outdoor environment, that cover all six areas of learning, are not included within the daily plans.

Staff are committed to provide a fun, happy environment for the children and are attentive and respectful and listen to the children. As a result children appear confident and are developing good self-esteem. Children's behaviour is very good and they happily explain about the rewards board. All children receive rewards and are offered a medal and certificate for their achievements. A good process is in place to ensure assessment, observation and planning for the next steps of learning, although some children are not always sufficiently challenged as individual observations are not always used to inform the planning and appropriate resources are not in place to assist in child initiated activities. Staff positively encourage parents to be involved with regard to their children's learning and they are able to contribute to their child's 'About Me' folder. Staff encourage parents to discuss their children on a daily basis, open evenings, fun days and regular newsletters ensures parents are kept up-to-date and informed with regard to the nurseries activities. Good information with regard to the Early Years Foundation Stage and photographs of their children at play are displayed throughout the nursery.

Children's health and welfare is promoted well. Children are encouraged to be independent within the bathrooms and staff remind them about the importance of washing hands. Nappy changing procedures are robust and babies sleep in their own dedicated cot, with fresh bed linen daily. Babies enjoy cuddles from staff following their nap or whilst having their bottles. Young children have their own named drinks bottles and are able to access drinking water throughout the day. The nursery promote healthy and nutritious snack and meals. Children are encouraged to make healthy choices about what they eat and drink. They sit together to share snacks such as apple and sultanas, water and milk, however older children are not encouraged to independently pour their drinks or prepare their own snacks. All equipment is of good quality and maintained. Children are greeted by smiling staff and happily come into the setting and engage in an activity. There is a happy calm atmosphere throughout the session.

Children are able to learn about and celebrate some different cultures and traditional days as these are incorporated within the planning. This enables the children to have an understanding of the world around them and embrace differences. Children enjoy making Chinese hats and kites in preparation for Chinese new year. They have regular opportunities to learn about the wider world as they play with toys and resources that are representative of diversity. Children who have English as an additional language are supported well, staff ensure they are fully informed with regard to the child's needs. Information for parents would be offered in different languages if required. All staff are dedicated and are consistently polite and respectful toward the children.

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?	2
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?	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

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory 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

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.