

Leapfrog Day Nursery - Swindon, Broome

Inspection report for early years provision

Unique reference number	EY289477
Inspection date	20/03/2009
Inspector	Melissa Cox
Setting address	Pipers Way, Broome, Swindon, Wiltshire, SN3 1RG
Telephone number	01793 422202
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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 Swindon, Broome, has been open in Broome for 14 years. It operates from purposely built premises at Pipers Way, in East Swindon. It serves a wide catchment area within and outside Swindon. The nursery is registered on the Early Years Register for a maximum of 72 children and currently has 94 children on roll. The setting is open each weekday from 08.00 until 18.00. All children share access to a secure and enclosed outdoor play area. Children attend for a variety of sessions.

The nursery employs 19 staff members, 15 of whom, including the manager, hold appropriate early years qualifications. The nursery supports children with learning difficulties and/or disabilities and a number of children who speak English as an additional language. The setting receives support from a teacher from the Early Years Development and Childcare Partnership.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. The nursery staff strive for continuous improvement through self evaluation, by embracing training opportunities and through a strong leadership and management team. The partnership with parents is the key strength of the nursery, promoting inclusive practice and contributing significantly to ensuring all children's needs are met. Staff care for all children exceptionally well and place a very strong emphasis on their safety and welfare. The manager and her staff team evaluate their provision fully, ensuring they continue to make improvements to the setting, promoting high quality care for all the children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- improving the organisation of hand washing and toileting routines to give children even more opportunities to develop their independence

The leadership and management of the early years provision

The manager of the setting is committed and proactive in making sure the provision supports children and parents to ensure they have a positive experience when coming to the nursery.

The staff team are enthusiastic, motivated and keen to develop their own skills and practices and access regular training. Emphasis is given to staff training and development, with staff holding recognised childcare qualifications or working towards achieving one or a higher level qualification. An excellent partnership with parents has been established with parents welcomed and involved in all aspects of

nursery life. For example, the nursery has set up a parent liaison group and has acted on issues this group has raised to improve the services they offer. Staff work effectively and efficiently as a team, guiding children and planning their next learning steps. All the needs and interests of children are met in this high quality provision. Inclusion is fully promoted by the staff team, with some children attending receiving excellent one-to-one care during sessions. Staff liaise fully with the child's parents and other professionals involved in their care, ensuring continuity of care and providing children with the opportunity to reach their full potential. This is an inclusive setting where children and adults are fully respected.

The partnership with parents and carers is outstanding. Parents feel confident that their contributions to their children's learning is valued and look forward to hearing and discussing their child's day with their child's key worker. Day books, information sheets and newsletters keep parents well informed and parents are invited into the group to share information about their different cultures with the children.

The quality and standards of the early years provision

Staff have an excellent knowledge of the Early Years Foundation Stage (EYFS) and plan an exciting variety of activities to stimulate the children's development and their individual needs. Robust recruitment, selection and induction procedures ensure the suitability of staff to work with children. Children enjoy their time at the nursery and they thrive in the care and devotion of the staff. The staff team work hard each day, setting out an interesting and stimulating range of activities, toys and equipment to support the children's individual learning and development. Colourful child friendly rooms, exciting resources and a wide variety of children's work and photographs of children at play, make the premises warm and welcoming to everyone. There is great attention paid to the outdoor learning environment and the group has successfully experimented with a free flow system to ensure children get the full benefits of the exciting outdoor learning environment. All children are provided with an excellent range of activities to help them learn and develop. There are areas for quiet learning with children able to enjoy story and rhyme time from the safety of a tepee in the garden or enjoy more boisterous physical activity as they slide through the tunnels and take risks as they climb and balance. Children have planted flowers in tubs outside, and enjoy raking the leaves, digging in the flowerbeds and sweeping the pathways to ensure their outdoor area looks tidy. They confidently climb, run and jump and engage in a range of creative activities in their outdoor area, which further supports their learning.

Children have good opportunities to be creative and enjoy using boxes, paint, glue and sticky tape to design and make their own models. Children manage their own personal care, put on their own outdoor clothing and enjoy helping to serve and clear away after lunch. They are able to maintain their attention and concentrate intently during group story sessions and activities and enthusiastically sing action songs with the staff.

Behaviour is exemplary. Children rise to the praise given them by the staff for their

'good job done'. Children clearly show respect and concern for each other, for example sharing spontaneously during their play. The consistency with which children's behaviour is managed by staff is very good. Consequently, children are learning how to have awareness of the feelings of others, what is right and wrong and why it is necessary to have behavioural boundaries. All staff are sensitive to the individual needs of the children and they make sure that each child is included in the activities if they want to be. These opportunities are extended to the youngest of children, who communicate their wishes by pointing to photos of their favourite activities to show the staff what they want to do next.

The staff's excellent knowledge of the different stages of development and the specific needs of the children in their care, enables them to plan ahead a range of stimulating and interesting activities. Planning of the daily programme is flexible so that staff can respond to children's ideas and interests, but it is always firmly based on what children can do and the next learning steps. Daily evaluation of the activities offered enables staff to identify things the children enjoyed and consider changes that might be required in the future. Along with planning, observation and assessment systems are highly effective in promoting the children's learning journeys through the Early Years Foundation Stage. The children's starting points are discussed with parents and written observations, scrap books and diaries show the achievements and progress children are making. Next steps are identified and acted on, and the views and comments of parents are sought so that they can play an active role in their children's learning. These systems enable the staff to focus their support and challenges to plan for the individual children's next steps which ensures that they make excellent progress through each of the six areas of learning. Staff have an excellent understanding of how to support children with English as an additional language or learning difficulties and/or disabilities and children make extremely good progress.

Overall, children's health and safety are extremely well supported. The hygiene routines children learn help to keep them healthy and they are developing their independence although this is limited for older children due to the organisation of the main room. Children learn about safety as they take part in practising the evacuation procedures, learning the routine so they are confident in the event of an emergency.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

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

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?	1
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?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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.