

# Leaps and Bounds Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY315912
<b>Inspection date</b>	13/05/2009
<b>Inspector</b>	Deborah Page
<b>Setting address</b>	27 Bemister Road, Bournemouth, Dorset, BH9 1LG
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<b>Email</b>	
<b>Type of setting</b>	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).

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

Leaps and Bounds Day Nursery opened in 2005 and is run by a private provider. It operates from two large rooms on the ground floor of a converted house. Children have access to a secure outdoor play area. The nursery is situated in a residential area in the Winton area of Bournemouth and is open each weekday from 08.15 to 18.00 for 51 weeks of the year.

The setting is registered on the Early Years Register and compulsory and voluntary parts of the child care register. A maximum of 16 children may attend the setting at any one time. There are currently 39 children on roll and of these there are 38 in the early years age group. The setting is in receipt of funding for the provision of early years education for three and four year olds. The setting currently supports a number of children with learning difficulties and/or disabilities.

There are seven members of staff, five hold appropriate early years qualifications to at least NVQ level two.

## Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Staff know children well and provide a happy, welcoming environment where children's care and learning is successfully promoted. Staff work closely with parents and other professionals to ensure good care of children. They have a commitment to continuous improvement. They have effective systems in place to continually monitor and evaluate the provision to enhance children's experiences.

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

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

- continue to develop systems to prevent cross infection when children wash their hands
- continue to develop number language in routine activities and as labels, and pose open-ended questions to enhance children's learning

## The leadership and management of the early years provision

Staff have developed a good range of policies and procedures. These are shared with parents to encourage consistency in practice which helps to promote children's safety and welfare. Records are used successfully to support children's welfare. Staff carry out risk assessments for outings and areas used by children which helps to promote their safety throughout the day. Staff have a secure understanding of how to safeguard children, the procedures to follow and who to contact in the event of a concern.

Staff develop good relationships with parents. They are provided with a daily diary of routine activities. Parents are able to contribute their own comments about the provision which contributes to the monitoring systems and how staff can continue to improve outcomes for children. Staff have regular informal discussions and planned meetings with parents to discuss how children are progressing. Staff work closely with parents and other professionals to ensure children's individual needs are well met. This is particularly successful with children who have additional needs. Staff attend regular training to continue to keep up to date with knowledge and skills to meet the needs of children.

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

Children are happy and secure as they settle in the caring environment provided. Staff provide various activities and opportunities to ensure children's individual care and learning needs are well met in relation to their starting points and capabilities. Their interests are included in the planning of activities. Children have the freedom to choose their own activities from the easily accessible resources and, use free flow opportunities to access outdoor resources. Most activities are organised well, maximising the use of space. Staff are always close by to offer support but there is limited open-ended questioning to find out about what children already know to enhance their learning, for example when exploring resources.

Children enjoy exploring a variety of tools including nuts and bolts, pipes, wood, tape measures, pencils and screw drivers. Children ask their friends to help them fit a pipe and others tell their friends they are builders. Some children investigate how the tools work and others make marks on the wood. Staff are close by to demonstrate how nuts fit on to bolts. There are regular opportunities for children to look at books and listen to stories in small and larger groups. Children spontaneously choose books from the cosy book corner and some children look at books with their friends. Children enjoy regular opportunities to sing songs and action rhymes. They look and discuss the number of the week but there are limited opportunities in routine activities such as snack time for children to count and demonstrate what they know about numbers. Children enjoy remembering and talking about the outings they have been on including a visit to a farm. They are able to describe what they have seen and talked about. For example, 'cows make milk and cheese'. Children's behaviour is good. They relate well with each other and are generally happy to share. Some children work well together as they sit using the computer. Children are confident as they put their own belongings in their individual storage box and collect their jumper before going outdoors. On arrival some children are eager to place their boots with others for outdoor play which promotes their sense of belonging.

Children's welfare is promoted effectively including good security systems and regular safety checks. Children are learning how to stay safe when they are gently reminded to sit down until they have finished eating in case they choke. Children learn about healthy lifestyles and know that milk 'makes you big and strong'. Projects such as growing vegetables and making cress sandwiches promotes their awareness. In general children follow good hygiene practises however, systems

used to dry hands are less effective and do not fully minimise the spread of infection.

## 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

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met