

# Leaps & Bounds

Inspection report for early years provision

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**Unique reference number**

EY276443

**Inspection date**

30/03/2009

**Inspector**

Michele Crichton

**Setting address**

Bond Street, New Rossington, Doncaster, South Yorkshire,  
DN11 0BZ

**Telephone number**

01302 867531

**Email**

**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).

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 Nursery opened in 2004. The nursery is a purpose built, one storey building and operates from two large rooms with a secure, enclosed outside play area. It is situated within the grounds of All Saints School, in the village of Rossington on the outskirts of Doncaster. A maximum of 50 children may attend the nursery at any one time of which 15 may be under two years. The nursery is open each weekday from 07.30 until 18.00 for 51 weeks of the year. The nursery is registered on the Early Years register, and both the voluntary and compulsory Childcare registers. There are currently 50 children on roll from birth to five years. Of these 13 children receive funding for nursery education. Children come from the local and wider community. The nursery welcomes and supports children with learning difficulties and/or disabilities, and those whose first language is not English. There is a staff team of 16 and all hold relevant childcare qualifications. Staff receive support from the local authority.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory. All children's safety and welfare are promoted well because they are cared for in a secure and welcoming environment, where staff follow consistent procedures to keep them safe. Staff work effectively with parents and other agencies to ensure they understand and satisfactorily meet each child's needs. The owners are self critical and have identified correctly the need to make improvements in the provision for learning and development. They are committed to the changes that are needed for the setting to move forward, and have taken steps to address them. However, there has not been sufficient time to measure their success. The capacity to maintain continuous improvement is satisfactory.

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

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

- carry out systematic observations and assessments of each child's achievements
- ensure there is a clear and focussed learning outcome for each planned indoor and outdoor activity.

## **The leadership and management of the early years provision**

The owners ensure that health and safety measures and safeguarding actions for all children are securely in place and are followed consistently. Staff are appropriately qualified, and have access to a varied training schedule that is fairly implemented. Thorough procedures mean that all staff are suitable to work with children. The owners take appropriate steps to ensure children's safety, for example staff are vigilant as they continually monitor the entrance to the nursery,

visitors are asked to sign the record book and regular risk assessments are undertaken. Two notice boards and regular newsletters keep parents well informed about the range of activities and events that take place. Additionally, a home diary system is used well and is much appreciated by parents, to record the day's events for babies and very young children. This good partnership with parents also extends to other settings, schools and the local authority to support the needs of all children. Since the last inspection, the owners have risen suitably to the challenge of greater self-evaluation. This has led to improvements in the children's welfare, and means that all the recommendations there were set at the last inspection have been met. Critical self-evaluation is helping to identify and acknowledge the strengths they have in themselves as leaders. They recognise that for the setting to move forward the redefining and reorganising of roles and responsibilities has to take place. These changes also feature in their action plans but have yet to take full effect.

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

Currently, children's learning and development are satisfactory. The setting is adapting its practice to meet the requirements of the Early Years Foundation Stage. For both babies and older children, although planning is extensive it lacks a clear focus for the learning outcome and how this will inform future learning. Staff's observations of individuals' achievements are not sufficiently regular and frequent to ensure that the learning activities provide the children with enough challenge. This applies equally to indoor and outdoor provision. The owners are aware of these learning and development areas and are implementing action plans to ensure that there are improvements. However, it is too early yet to see the full benefit to all babies and children. For example, although the setting has a good range of resources, staff do not always make the most of them when questioning and talking with children in order to extend their problem-solving skills. The planning for outdoors generally refers to things to play with rather than activities to do.

Staff manage minor disagreements appropriately to support children's understanding of right and wrong. Children play together well, take turns and cooperate. They have a good understanding of how to stay safe. Babies benefit from caring adults who they bond with securely. Good quality relationships ensure that a calm atmosphere prevails. Children enjoy a range of meals and snacks that promote healthy eating. They eat a selection of freshly prepared meals that meet their dietary needs. Good standards of hygiene and clear procedures for dealing with sickness or injury mean that children are well protected from illness or infection. Children make choices from the wide range of good resources available at low level. The setting uses various opportunities to enable children to begin to understand the world around them. For example, they celebrate various festivals through a range of art and craft activities, sampling different food and listening to stories. Children use technology confidently. For instance, they independently use the computer, moving the mouse confidently and recognising shapes and colours.

## 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>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
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>	3
<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?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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