

Leapfrog Day Nursery - Hammersmith, Bute Gardens

Inspection report for early years provision

Unique reference number	EY289149
Inspection date	09/06/2009
Inspector	Helen Maria Steven
Setting address	Bute Hall, 3A Bute Gardens, London, W6 7DX
Telephone number	02087419445
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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).

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

Leapfrog day Nursery is one of 131 nurseries owned by Busy Bees Limited, It opened in September 2004 and operates from four playrooms in a purpose-built two storey building. The ground floor of the premises is accessible from street level. The premises are situated in Hammersmith, in the London Borough of Hammersmith and Fulham.

A maximum of 56 children may attend the nursery at any one time. There are currently 72 children on roll in the early years age range. The nursery is registered on the Early Years register and the Compulsory part of the Childcare register. Occasionally out of school care is provided for children up to the age of eight years.

The nursery supports children with learning difficulties and a number of children who have English as an additional language.

The nursery employs 22 permanent members of staff who work directly with the children. All staff hold relevant qualifications. The manager is supernumary and relief staff are employed to cover staff absences.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Since the last inspection there has been a change in both the overall management of the organisation and the nursery management team; the enthusiastic managers are being proactive in addressing weaknesses in order to have a positive impact on the quality of care afforded to the children. The management are steadily promoting a culture of reflective practice and self-evaluation to identify the setting's strengths and priorities for development, thus improving the quality of provision for all children. A keyworker system is in place which is being further developed to support practitioners in meeting the individual needs of the children.

What steps need to be taken to improve provision further?

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

- continue to improve planning to make children's learning effective, varied and progressive and develop the systems for assessment in order to further support children's progress by identifying next steps to meet their development and learning needs
- make sure that the contents of the first aid box are reviewed and maintained to ensure that they are appropriate to support first aid treatment in the event of an accident
- ensure that the environment and everyday practices are regularly reviewed to ensure that they do not disadvantage particular children

The leadership and management of the early years provision

Children are benefiting from the energy and enthusiasm of the new management team. The new management recognises the value of developing a learning culture and are providing support for continuous professional development for the staff team, raising their skills and qualifications to level three and beyond. Some practitioners are seeking training in order to develop their skills in Makaton to enhance their communication with children in their care. Managers are leading and encouraging a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of provision for all children. Children are safeguarded as there are robust recruitment procedures in place and practitioners are aware of their responsibilities.

Parents views are currently being sought on the provision, they are happy with the service, but some identify a lack of information, for example, regarding the activities offered to their children and others request that children go out more. Currently, parents are not routinely invited to contribute to their child's learning and development record.

There are a comprehensive range of policies and procedures in place, which are shared with parents. Notice boards and daily diaries are used to communicate to parents and carers, although the focus of information is welfare. The organisation of the routine and environment is not always fully effective in supporting children's individual welfare and learning needs.

The quality and standards of the early years provision

Children are confident and enjoy their time at nursery developing relationships with their peers and the friendly staff team. Management are working with the practitioners to develop the systems in place for planning and assessing children's progress towards the early learning goals. Currently the provider is negotiating to obtain a secure outdoor area in the neighbourhood for the use of nursery children. At present, children enjoy regular trips to the local park, although the outings are not effectively planned to support all areas of children's learning. Babies' physical development is supported as they pull themselves up on the furniture and cruise around the cots, they respond to practitioners open arms and encouraging words when taking tentative steps. Children listen to stories and use books independently and join in with familiar songs. They use the peg boards to make patterns and are able to view numbers as they climb the stairs. Throughout the curriculum opportunities are missed to extend the learning of more able children and at times in the day the learning environment and planning of activities is uninspiring. For example, older children partake in a dough making activity; however there are no instructions or methods to inform children about measurements, they are predominately asked closed questions and a child comments that a tool for measuring ingredients is not available.

Children have an exciting opportunity to feel and smell a variety of fish and sea

creatures, photos of which are on display to enable them to recall the experience. In addition, children explore nature through access to the local park and older children display competence when using the computer with adult instruction. The learning environment is being reviewed as currently, for example, in rooms for younger children there is a lack of low level displays of photographs of special people from home and babies access to the wall mirrors, where they can see their own reflection, is hindered by the positioning of a chair.

Children generally behave well and practitioners are observed confidently dealing with any unwanted incidents. However, older children do not all respond to instructions given by practitioners to tidy up. They do not have this message reinforced by the adults around them and as a result they do not learn about responsibility. Providers have developed a healthy nutritious menu for the children; foods are freshly cooked on site and the amount is plentiful. However, on the day of inspection some children were not offered vegetables with their lunch due to an oversight. In addition, some children unable to eat the chicken curry due to dietary restrictions were not offered alternative protein. Babies are fed at their own pace by practitioners who talk to them encouragingly. Children's independence is sometimes hindered at meal times as the furniture is not of a suitable height and they do not have sufficient cutlery, for example, most toddlers are only given a fork to use. Children have their own placemats, which also enable practitioners to ensure dietary needs are met; however placemats have not been made for all the children, which does not support their sense of belonging. In addition children's cultural feeding practices are not always considered.

Practitioners demonstrate that they have successfully risk assessed hazards and children learn how to keep themselves safe, for example, by undertaking regular fire drills. Adequate numbers of first aiders are in place to cover each shift; however the contents of the first aid box have not been reviewed to ensure they are still suitable and this may hinder treatment of a child in the event of an accident.

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

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
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?	3
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	2
How well are children helped to be healthy?	3
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