

Leapfrog Day Nursery - Chippenham

Inspection report for early years provision

Unique reference number	199372
Inspection date	20/08/2009
Inspector	Rosemary Davies
Setting address	Bath Road, Cepen Park South, Chippenham, Wiltshire, SN14 0BJ
Telephone number	01249 463000
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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).

Description of the setting

Leapfrog Day Nursery in Chippenham opened in 2000. It is part of Busy Bees Day Nurseries Ltd, a national childcare chain. The nursery serves the local urban community together with other towns and villages in the locality. It operates from a purpose-designed unit on the western side of Chippenham, Wiltshire. Children are accommodated in one of three main areas, roughly according to age, with ready access to outside play areas. The nursery provides funded early education for three and four-year-olds.

The nursery is registered on the Early Years Register. A maximum of 106 children may attend the nursery at any one time. There are currently 90 children aged from five months to under five years on roll. The nursery opens each weekday from 7:00 until 18:00, providing both full and part-time places. It closes for bank holidays over the Christmas period.

The nursery employs 20 staff who work directly with the children, of whom 15 hold appropriate early years qualifications to at least Level 2. Two staff are working towards Early Years Professional Status.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. All children progress well in their learning and development, within an inclusive provision. They are known and treated as individuals who have their needs met, owing to an effective key person system. Their welfare is promoted well too, whilst their health and safety is maintained to an exceptionally high standard, which is a significant strength of this provision. The nursery is extremely well placed to maintain continuous improvement, owing to the vision and determination of the senior management team.

What steps need to be taken to improve provision further?

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

- implement the planned improvements to the outside area in order to enhance outdoor learning across all six areas and to provide babies with opportunities for fresh air in all weathers
- further develop partnerships with schools to which children will transfer, including promoting the writing styles they will use there, in order to support smooth transitions.

The leadership and management of the early years provision

The nursery manager provides clear leadership to the staff team. Many staff speak of their enjoyment at working in this nursery, with a number being employed here

for over five years. This gives the nursery stability and helps the senior staff team drive change and improve outcomes for children. Improvements since the last inspection are evident. Staff have worked hard to implement the Early Years Foundation Stage. They feel well supported in gaining further qualifications.

Evaluation systems identify most areas for improvement accurately. These include a canopy in the outdoor area to provide protection from extremes of weather and more resources to enhance outdoor learning. Views of staff and parents are sought and acted on during the evaluation process through a range of methods, such as suggestion boxes and questionnaires. This helps improve outcomes for children, who now receive care in a tidier, more inviting nursery and use a wider range of resources to gain understanding of the diverse world around them.

Robust systems aid the appointment of suitable staff who are cleared to work with children. Children's welfare is safeguarded extremely well because stipulated procedures are followed. The nursery is maintained to a high standard, owing to the regular repair and replacement policy of the parent company. This has a positive impact on children, who use safe premises, equipment and resources. The nursery keeps an appropriate and comprehensive record of risk assessment.

Nursery staff act on the advice of outside professionals to improve outcomes for children, such as following recommendations made by local authority advisory teachers and advice from environmental health staff. Staff make links with local schools that children will eventually attend but these partnerships are not fully developed; there is little communication with those that are located further a field. Strong partnerships with parents support children's learning and development well. Regular two-way communications help ensure that children's individual care needs are met effectively.

The quality and standards of the early years provision

Throughout this nursery, children experience learning that is personalised to their individual requirements and interests. This leads to all enjoying their experiences and developing appropriately. More able and experienced staff support less knowledgeable colleagues well, so that children receive appropriate support across all six areas of learning and in the individual early learning goals. Older children make good progress in learning skills that will be useful in their later lives; they enjoy browsing through books individually, using computers and practising their early writing skills by signing their paintings.

Children behave well throughout the nursery. Noise levels sometimes rise in the pre-school room but all children know what is expected of them, such as walking when indoors and that 'you mustn't cut people's hair'. Children show good attitudes to learning; they are well motivated to learn and explore by themselves because activities interest them. Rooms across the nursery are set up thoughtfully to promote independent learning. Children readily self-select equipment and resources, finding paper, paintbrushes and aprons for themselves. They thoroughly enjoy learning through exploratory play; toddlers delight in exploring dough, whilst babies discover different textures when using treasure baskets.

All children experience a good balance of self-chosen activities and those led by adults. They receive good support from staff. Babies clearly enjoy hearing the rhythm of their names clapped out to them; toddlers progress to using metal cutlery at meal times and children in the pre-school room listen carefully to well read stories, when together in small groups. Staff extend learning through use of pertinent questioning.

Most children benefit from long periods outside in fresh air, whatever the weather, which supports them well in learning about healthy ways of living. The exception is that babies do not go out if the weather is wet, owing to the lack of a suitable protective area. Despite this, children's good health is promoted extremely well. They learn the value of a healthy diet and tuck into nutritious meals freshly cooked on the premises. Children with particular dietary needs due to severe allergies, have their requirements met, owing to staff meticulously enforcing exceptionally tight systems. Children who become unwell in the nursery receive appropriate care and comfort. Staff understand their responsibilities in regard to child protection and know the systems to follow if they have any concerns about children's welfare.

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.	1

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?	1

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?	1
How well are children helped to be healthy?	1
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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