

# Leapfrog Day Nursery - Northampton, Wootton Fields

Inspection report for early years provision

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<b>Unique reference number</b>	220155
<b>Inspection date</b>	27/07/2010
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<b>Type of setting</b>	Childcare on non-domestic premises

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## 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.

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## Description of the setting

Leapfrog Day Nursery is part of a chain of provisions run by Busy Bees Childcare Limited. It operates from purpose built premises in the Wootton Fields area of Northampton. The premises are easily accessible with stair access to the first floor. Children have opportunities to play in enclosed, outdoor areas. The nursery is open each weekday from 7.30am to 6.00pm throughout the year with the exception of bank holidays.

The nursery is registered to care for a maximum of 104 children from birth to under five years within the Early Years Register. There are currently 126 children on roll, who attend on a variety of sessions. This provision is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The setting is in receipt of nursery education funding and is able to support children with special educational needs and those for whom English is an additional language.

The nursery employs 29 permanent members of staff and nine regular relief members of staff. Eighteen members of staff including the manager hold appropriate early years qualifications. Two members of staff are working towards a qualification. The nursery receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are cared for in a warm and welcoming environment. They are settled and secure and overall children make sound progress in their learning and development according to the requirements of the Early Years Foundation Stage. Safeguarding children is given high priority and all required policies and procedures are in place. Partnership with parents are very positive and management effectively liaises with other providers who deliver the Early Years Foundation Stage which ensures progression and continuity in their care and learning. Self-evaluation procedures are generally effective and used to identify strengths and areas for development.

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

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

- develop a continual 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 the provision for all children; with particular regard to the quality of teaching and learning in the room used by children aged two to three years
- develop a systematic and routine approach to using observation and assessment to plan the next steps in a child's developmental progress in order to ensure that all children experience a challenging programme of

learning and development; with particular regard to the room used by children aged two to three years.

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

Robust steps are taken to safeguard children. Staff are alert to possible indicator signs of abuse or neglect and are fully conversant with the policies and procedures to ensure that any concerns are prioritised and dealt with effectively, for example, liaising with the appropriate childcare agencies. This ensures that children are well protected and given high priority at all times. The designated person has attended recent safeguarding training to further develop existing good practice. Vetting and induction procedures for all adults who work with the children or come into contact with the children are secure. This ensures that staff are thoroughly checked before they have unsupervised access to children. The premises are secure and risks of accidental injury are minimised during indoor and outdoor play because staff supervise the children well. Thorough risk assessments are completed for all aspects of the provision, including outings and staff check the provision at the start of the session to ensure the continued safety of the children. Children's health and well-being is promoted by the staff's knowledge of first aid. Clear procedures are in place to record and monitor any accidents and for the safe administration of medicines.

Whilst systems have been developed to evaluate the provision management has not effectively monitored the quality of teaching and learning within the toddler area to ensure that outcomes for all children are consistent through out the whole nursery. Consequently, children's individual needs in this area of the nursery are not effectively met. Management maintains a set of detailed policies and procedures which are shared with staff and parents and recommendations raised at the last inspection have been met. Generally, staff demonstrate a sound understanding of the Early Years Foundation Stage. Induction and appraisal systems are in place and ongoing professional development is encouraged through in-house and external training opportunities, including gaining early years qualification. Management takes appropriate steps to ensure that resources and the environment are fully sustainable. Resources are fit for purpose and able to support children's learning and development. However, resources, including the deployment of staff in the toddler room are not always used effectively to fully support children's learning and development. As a consequence, planned goals in children's learning and development are not consistently achieved.

The effectiveness of the nursery's engagement with parents and carers is good. Relationships are positive and parents express high regard for the care and service their children receive. Parents are encouraged to share what they know about their child when they start to attend which helps to ensure continuous and consistent care. They receive a good range of information, such as, a prospectus, a parent information pack, monthly newsletters and information displays. Parents have regular opportunities to attend parent evenings and to review their child's development record folder. Home-link communication books provide daily feedback in relation to the children's care and learning. Parents are encouraged to contribute

their comments and to share observations of their children at home. They have opportunities to be involved in self-evaluation by contributing their views and suggestions about the provision. Systems have been developed to liaise with other providers who deliver the Early Years Foundation Stage which ensures progression and continuity in their care and learning. Staff provide good support and care for children with special educational needs through discussing their needs with parents and by engaging with other agencies.

## **The quality and standards of the early years provision and outcomes for children**

Children are offered a variety of activities and play opportunities that support them in making satisfactory progress towards the early learning goals. Photographs and wall displays provide a welcoming environment for children and their families. Children have opportunities to participate in adult-led play-based activities and resources are organised to enable children to make independent choices in their play. For example, low-level, clear storage drawers enable the contents to be clearly seen and are labelled with pictures or printed words. Staff observe children as they play and make assessments of their learning and development using the Early Years Foundation Stage guidance document. Generally, children's learning records indicate children's next steps in their learning, which are incorporated into future planning. However, systems to observe, evaluate and plan children's next steps are not constantly implemented in the room used by the toddlers. As a consequence, children's learning and development is potentially compromised.

In a calm atmosphere, babies and young children have ample opportunities to explore texture and shape, developing their senses as they play. For example, babies play in the ball pit, handle sand, observe the brightly coloured mobiles, feel the soft toys and show pleasure as they jingle resources that make a sound. Staff interaction is warm, sensitive and caring which effectively establishes close relationships and develops babies confidence.

Children in the toddler room are provided with a range of age-appropriate resources and activities. However, some members of staff miss opportunities to fully support and develop young children's learning and development as they play and are often supervising the children rather than engaging in purposeful activities with them. As a result, activities lack sufficient challenge to promote and extend children's learning on an individual basis.

Older children play both independently and in small groups. They are developing their ability to use language for communication and as a result they interact, talk and negotiate with growing competence. Children listen to stories, follow instructions and offer valid and relevant contributions in open discussions. They enjoy mark-making, write their names and are beginning to associate the sounds with letters and words. Children count with growing confidence, learn why objects float and sink, play number games and sing number rhymes which effectively develops their awareness of subtraction, such as, 'Five little speckled frogs'. They enjoy creative art activities, use their imaginations as they construct tall towers with the wooden bricks, participate in role play, make spider cakes and plant

sunflower seeds to learn about growth. Children are effectively helped to learn about, value and understand the society in which they live. They access resources and books that positively promote diversity and differences, celebrate festivals and learn about other countries. For example, children taste a variety of different breads and cheeses from France, learn simple French words and sing French songs which broadens their range of experiences.

Children are secure and develop a strong sense of belonging to the setting. They are taught to be safety conscious without being fearful and are encouraged to adopt safe and responsible practices. For example, children's awareness of fire safety is raised through regularly practising the emergency evacuation procedures and older children are developing their understanding of how to use the scissors safely and why they need to wear a hat to protect them from the sun. Children respond to the staff's appropriate behaviour management strategies that take into account their age and stage of development. They are encouraged to share, take turns and learn to play harmoniously together in small groups. Children receive consistent praise and encouragement which actively promotes their confidence and self-esteem.

Children are developing their understanding about healthy lifestyles and are learning to follow appropriate personal hygiene routines. They enjoy a good range of wholesome, nutritious meals and snacks which actively promotes children's growth and development and menus are produced to give parents information about meal choices. Robust procedures ensure that children's individual dietary requirements are adhered to. Children have access to water throughout the day which ensures that they remain well hydrated and comfortable. They are provided with regular opportunities for outdoor play and enjoy being physically active. Babies physical development is actively encouraged by staff as they support them to sit, crawl and walk. Older children run, stop, start and change direction with confidence. They manoeuvre wheeled toys, balance on the beam, kick balls, slide down the slide and ride the hobby horse. This develops children's skills in coordination, control and movement.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	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

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