

Leapfrog Day Nursery - Woking

Inspection report for early years provision

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Type of setting	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*.

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Description of the setting

Leapfrog Day Nursery (Woking) which is now part of the Busy Bees Daycare, was registered in May 2001. It is situated in a purpose build building in Knaphill, on the outskirts of Woking in Surrey. The nursery is within walking distance of a children's play area and local shops. It serves the local community and families living in the surrounding area. Children are accommodated in age related groups. Babies and toddlers are divided into groups according to their age. Pre-school children are cared for in a separate part of the building. There is a multi-sensory room and an enclosed ground floor play area that is open to the fresh air.

The nursery provides care for up to 130 children at any one time and is registered on the Early Years Register. There are currently 89 children from six months to four years of age on roll. Procedures are in place to support children with learning difficulties and/or disabilities. Children with English as an additional language are welcomed. Opening hours are from 7:30am to 6:00pm each weekday throughout the year. The nursery closes for Bank Holidays. There are 17 members of staff who share the care of the children and one nursery relief assistant. Of these, 14 hold appropriate early years qualifications. Meals are prepared on site by a cook. The nursery receives support from the Early Years and Childcare Service.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children receive good care and learning opportunities as the staff support children's welfare and development. Children enjoy a wide range of exciting activities as staff are developing an understanding of how to plan and implement the Early Years Foundation Stage. Staff are beginning to use regular observations to identify the next steps in the children's learning. Their self-evaluation system is reviewed to ensure that areas for development are identified and promptly acted upon to ensure sustained improvements. However, some policies and procedures have not been updated to reflect the provision's current practice. The nursery offers an organised child care environment, where children have access to a range of stimulating resources and play materials.

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 record children's progress over time, in relation to their starting points, and to identify and plan for the next steps in their learning
- review and update policies and procedures to reflect recent changes to the provision.

The effectiveness of leadership and management of the early years provision

Staff have a good awareness with regard to safeguarding and the written procedures help to protect children within the nursery and promote their well-being. Extensive checks are carried out to ensure that staff are suitable to work with children. Staff have a clear understanding of the provision's safeguarding policies and the procedures to be followed if they have concerns about a child in their care. Children's security and safety both inside and outside is carefully monitored, and staff ensure individual children's needs are considered at all times.

The nursery has been proactive in ensuring previous recommendations have been addressed. The preschool area has recently been refurbished and plans are in place to develop other areas of the nursery. All required documentation is readily available; however, some policies and procedures have not been updated. The manager and staff have produced their own action plan for the nursery, which shows an extremely strong commitment to improvement.

Staff work together as an effective team, to guide children's development and promote their welfare. The manager is supported by a qualified deputy and the management team. They recognise the impact that higher qualifications have on the quality of the provision and support staff in improving their qualification levels. Most of the staff team have appropriate first aid training. They are well deployed and interact very well with children. They also demonstrate experience of working with children with developmental needs. Staff see training as very important and are keen to extend their knowledge whenever possible, for example, extending their understanding of the Early Years Foundation Stage. They hold regular meetings and appraisals to identify training needs. A programme of continuing professional development is applied so that these needs are met.

Staff plan and prepare the nursery environment, with many visual learning displays provided. They also provide spontaneous opportunities for children to adapt resources, and explore through child led activities. For example, children enjoy playing a board game together and extend it to include several other children without the intervention of adults. Children are able to easily access a wide range of resources, which supports their interests and enable their learning.

The younger children's needs are well catered for and they are able to sleep, relax or play quietly without disturbance. There is appropriate furniture, including low level tables and chairs and comfortable seating for staff to hold babies as they feed them. The milk kitchen offers suitable facilities for staff to hygienically prepare babies' feeds.

Children learn about diversity and have opportunities to become aware of other cultures. One-to-one support is often offered to support individual learning and development, for example, helping children with individual needs. People's differences are very well represented, through visual material and learning displays, around the nursery. The celebration of festivals and other cultures help children gain a greater understanding of the wider world. Children learn about the

world around them through walks, visits to the local supermarket to recycle cardboard and paper and growing plants.

Staff are building a positive partnership with parents and work closely with them to ensure that all the children's needs are met. Regular meetings give parents and carers opportunities to discuss their children's progress. Good use of parents' observation sheets and feedback helps the staff and parents work as a team to support all children. Staff maintain links with other providers, such as schools, to maintain children's welfare and learning.

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

With strong support from the manager, staff are becoming confident at planning a wide range of activities and use information they gain from observations on individual children's achievements to support their learning. Activities are based around the children's interests, to ensure that all children are included. Staff also spontaneously extend children's learning through discussion and appropriate resources. They help children to develop skills for the future as they ensure that maths and problem solving is incorporated into all areas, such as water play, sand and role play activities. The covered inside play area is used extensively for physical exercise and allows continuous provision within the nursery. Children show good skills and are able to climb, run, jump, throw balls and use cricket bats, while showing a good spatial awareness. They learn about living things through activities such as observing eggs hatch in an incubator.

Children are self-motivated and are developing confidence as activities are adapted to enable all children to fully participate. Babies and toddlers enjoy painting using large brushes and rollers. Resources are easily accessible so that children can develop their independence, such as a rolling snack time. Use is made of visual signs and the printed word, which children are beginning to understand. Staff are confident in managing children's behaviour and act as very positive role models. Displays throughout the nursery ensure that children receive many opportunities to recognise familiar words.

Children are making good progress and enjoy their learning because of the support and guidance offered by staff. Children have many opportunities to make progress in all areas as all six areas of learning are covered effectively. Children arrive happily at the nursery and feel safe and relaxed about leaving their parents. They learn the importance of keeping themselves safe through discussion, activities and the very clear rules. They are very well behaved and polite, and are encouraged to be considerate and caring.

Children are also given frequent opportunities to create their own play, where they can be inventive and share their ideas. Many stimulating activities are offered to all children, particularly in the sensory room, where they enjoy watching the bubbles rise. Children's artwork is attractively displayed, which helps to boost their self-esteem. The nursery also has an effective range of safety measures in place, including clearly organised risk assessments and daily checks of the play

environment. Children's health and welfare, such as hand washing and healthy eating, are successfully promoted through well planned activities and reinforcement by staff. Children are gaining an awareness of healthy eating, with informative, visual displays and activities. They are cared for in a stimulating environment where they feel comfortable and where staff who are dedicated to their work, fully support their learning.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
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	2
The extent to which children develop skills for the future	2

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