



Leapfrog Day Nursery - Daventry

Inspection report for early years provision

Unique Reference Number	219938
Inspection date	18 January 2006
Inspector	Rachael Mankiewicz
Setting Address	Wimborne Place, Ashby Fields, Daventry, Northamptonshire, NN11 0XY
Telephone number	01327 872835
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Registered person	Leapfrog Day Nurseries (Trading) Ltd
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Leapfrog Day Nursery (Daventry) opened in August 1998. It operates from a single storey building in Ashby Fields in Daventry. The nursery serves the local area.

There are currently 130 children on roll including 51 children receiving funded nursery education. The nursery opens five days a week all year round, except for Christmas and New Year bank holidays. Sessions are from 7:00 to 19:00. Children attend for a variety of sessions. The nursery is able to support children with special educational

needs and children who speak English as an additional language.

A total of 34 staff are employed with 30 working directly with the children. Half the staff have an early years qualification to NVQ level3 and one person has Level 2. Three staff are currently working towards a recognised early years qualification at Level 3. The nursery receives support from advisory staff from the local authority and is a member of the National Day Nursery Association and Pre-School Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children benefit from a clean, warm, child-friendly environment, where children's care is enhanced by the good procedures and practice followed by the staff. Children imitate the staff and share good practice in health and personal care routines. They readily wash their hands after messy play and before snack and lunch, and older children are aware that they are helping to prevent the spread of infection. Children understand that they need to wear hats and coats during the cold weather and sun cream and hats when the sun becomes stronger. Their welfare is safeguarded because staff have up to date knowledge of first aid in the event of any accident, and appropriate procedures are in place if children are unwell. Children explore and develop physical control while participating in stimulating indoor and outdoor experiences. For example, all children use the extensive activity equipment to their own stage of ability play ball games and negotiate obstacles on ride-ons. They begin to understand that exercise affects their bodies as they run around and participate in movement sessions. Children move spontaneously and with confidence in the well organised space. There are good arrangements for rest, relaxation and sleep. Staff try to adhere to the routines for babies and younger children that the parents have asked for but do ensure that the children are made comfortable for naps when they need them.

Children learn about healthy living as they enjoy a range of freshly cooked, nutritious meals and snacks for which the nursery has won awards. Parents have been involved in ensuring that the needs of all children are met, and take home recipes for the children's favourite meals. Children try new tastes, express their enjoyment and use good table manners during the sociable meal times. The older children help themselves to food from the serving dishes and access drinks easily. Regular fluids are encouraged throughout the nursery with beakers close to the children in the baby and First Steps rooms. Older children learn about healthy diets and test their senses as part of planned activities about food.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are safe as a result of the adults' very good awareness of health and safety

and because all reasonable steps are taken to minimise the risk of accidents. Thorough risk assessments, advice from health and safety specialists and good supervision by vigilant staff ensures a safe environment. This allows children freedom to choose activities that offer variety and challenge within safe limits. They learn about safety and use high quality equipment appropriate to their age and stage of development, and they begin to take personal responsibility for their safety. For example, they ride vehicles sensibly and negotiate space. They learn about road safety as an activity in the nursery and transfer their knowledge as they walk around the local environment. Children use high quality equipment appropriate to their age and stage of development. They safely and deftly manipulate tools and implements as they cook and garden and they develop good hand/eye coordination as they use scissors in many activities.

Children are well protected because staff have a clear understanding of the local child protection guidelines and up to date training. Their safety and welfare is further enhanced by excellent security of the premises, staff checks of all equipment and compliance of fire requirements.

Helping children achieve well and enjoy what they do

The provision is good.

Children play, learn and have fun with the company of friends and adults at nursery, including the babies and younger children who dress-up, and laugh and dance with the music. They benefit from the care and encouragement of qualified and experienced staff in the welcoming learning environment. Children's needs are met through effective organisation and planning for the progress of all children from babies through to five years of age. Staff make good use of the 'Birth to three matters' framework to provide activities to meet the needs of the younger children. Children begin to develop their independence and learn to play in groups as they participate in a range of interesting activities. For example, they all develop their physical skills through a very good range of outdoor equipment and activities and construction activities which help develop hand/eye coordination. However, they are not always able to access further resources to extend their play, They develop positive relationships as they listen and communicate well with each other and with the adults, with all children contributing to the sociable activities in the nursery.

Children through the age ranges explore a variety of interesting materials which stimulate their curiosity. For example, babies and toddlers enjoy developing their senses as they play with sand, paint and water. Children use their imaginations well and with enthusiasm as they take part in a wide range of art and craft activities and music. Children respond to significant experiences, showing a range of feelings where appropriate, such as explaining about their busy weekends and through taste testing. Their perseverance to complete activities and their confidence to share feelings develops as they play.

Nursery Education

The quality of teaching and learning is good. Children participate enthusiastically in the planned activities on offer. They use their imagination well as they play in the

home corner and with realistic dolls and puppets. Creative and imaginative skills are being promoted with a good range of art resources, and the children take pride in their paintings and collages. Children begin to make sense of the world around them as they explore a variety of materials and explore why things happen and how things work. For example, they explore a variety of construction materials and enjoy making models. Information technology is developed through good access to the computer and remote controlled toys. Children are aware of their own bodies and their ability to use their senses through planned and unplanned activities. They find out about the environment as they plant seeds and grow plants outside. Children begin to explore the wider world through visits to the shops, looking at holiday destinations and taking part in the celebration of festivals.

Children develop good relationships with staff and each other, as they take turns and work together well in small and large group activities. They show concern for others as they play, making sure their friends are included in the game. Children interact and chat, showing awareness of the listener and listening well. They understand that print has meaning and make marks freely throughout their activities helping them use their emerging writing for real purposes, for instance as they 'write' their news. Older children are beginning to develop the use of mathematical ideas to solve problems in planned activities and by participating in many day-to-day domestic routines. For example, children compare two numbers as they count during number games and work out who is the tallest child.

Staff make effective use of time and resources to provide a broad and balanced range of activities and experiences across the six areas of learning which motivate the children and enable them to make progress. Children are encouraged to make the most of their experiences by the staff's careful consideration of what the child might be able to learn. Generally, they are able to persevere and complete activities and extend their learning within the routines of the day. Appropriate individual challenge is ensured through good questioning and enabling by the knowledgeable staff. Systems for planning for the individual child's progress are being developed. Observations and assessments of children's progress towards the early learning goals and information gained from the parents are used to inform planning.

Helping children make a positive contribution

The provision is good.

Children are appreciated and valued as individuals by the staff which helps ensure the children are settled and happy and play an active part in the nursery. Staff have a good understanding of the children's needs and are able to support them as necessary. Older children understand their own needs and begin to respect the needs of others. They make sure their friends are included in the activities and are aware that some children have different needs to themselves. For example, when working together to build a tower, one more dextrous child shows another how to slot in the doors and windows.

Gaining knowledge of different cultures and religions as they celebrate festivals and national days, and taking part in charity events helps them understand about the

diversity of the wider world. They enjoy meeting people and welcome visitors. Children begin to gain confidence and self-assurance through making choices about activities and have easy access to some resources, including free access to the outdoor area in better weather. However, some resources are out of their reach and they are reluctant to ask for them which inhibits their independence in this area.

The children behave very well as they are made aware of what is appropriate behaviour. They respond well to the consistent boundaries set them and the encouragement to behave well given by the caring staff. Older children begin to take responsibility and manage their own behaviour as they say sorry with meaning when they have upset someone and without being prompted. The positive approach of staff to developing independence fosters children's spiritual, moral, social and cultural development.

The children's well-being at the nursery is enhanced by the good partnership with parents. Parents are informed about how the nursery operates and the activities provided through a comprehensive welcome pack, written notices, newsletters and displays and information about the care of the children. Staff obtain information about the children's needs, and their achievements are recorded on settling in at the nursery. Babies settle well because the practitioners work closely with parents to ensure they follow the baby's routines. Information sharing on a daily basis is seen as important throughout the nursery to ensure that the individual needs of the children are met. Parents are not always able to easily access information about the nursery's policies and procedures. Children's progress in nursery education is fostered by regular discussions to ensure that parents know how their children are developing and how they can contribute to their children's progress. Notice boards outside each room show information on planning and suggestions how parents can consolidate and extend what the children have learnt previously at nursery.

Organisation

The organisation is good.

The good quality of care and education offered to the children is based on effective organisation throughout the nursery and the good leadership and management of the nursery education.

Space and resources are well organised so that each age group has designated rooms or areas for active and quiet and a wet area for messy play. Children benefit from this as they make the most of the play and learning opportunities and are able to move around the areas with ease. All documentation which contributes to children's health, safety and well being is in place and is reviewed regularly to ensure that the individual care plans are met.

Children benefit from the good staff to child ratios and the care given by qualified and skilled staff, as can be seen through the good supervision and sensitive interaction. Management and staff are committed to continuous improvement and development of the nursery care and education and of staff personal development. The staff and management work well together as an effective and committed team with clear aims underpinning the care given, and with systems in place to evaluate the care and

education. Policies and procedures are reviewed regularly. Overall, the provision meets the needs of the children who attend.

Improvements since the last inspection

At the last care inspection the setting was asked to improve procedures for nappy changing and arrangements now reflect good hygiene policies and procedures. They were also asked to make sure that space and resources are organised so that all activities are accessible to the younger children. Some improvement has been made although it is recommended that staff increase the opportunities for children to operate independently and take initiative by reviewing their access to resources.

As outcomes of the last inspection of nursery education, the setting was asked to look at some areas of learning and to review their planning of activities and the assessment of children. This review has been completed and changes have been made.

Complaints since the last inspection

Concerns were raised with Ofsted about staffing ratios in the baby room on one occasion. Ofsted wrote to Leapfrog Day Nurseries Ltd and asked them to investigate this concern and to provide information in response to it under National Standard 2 (Organisation). The information and evidence provided demonstrated that the Nursery was meeting National Standard 2 in relation to the allegation made. The provider remains qualified for registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure the operational plan, which includes required information such as policies and procedures, is easily accessible to parents
- increase opportunities for children to operate independently and take initiative by reviewing their access to resources (also applies to nursery education).

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- consolidate records of observations and assessments to show children's progress through the stepping stones to the early learning goals and to use this information to influence planning and ensure that children are always able to build on what they already know and can do.

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