



Leapfrog Day Nurseries - Chingford

Inspection report for early years provision

Unique Reference Number	EY289831
Inspection date	17 January 2006
Inspector	Vivienne Rose
Setting Address	Unit 2, Larkwood Leisure Park, 175 New Road, Chingford, London, E4 9EY
Telephone number	020 8524 7063
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Registered person	Leapfrog Day Nurseries Limited
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?

Chingford Leapfrog Day Nursery opened in 2005 and operates from a purpose built building on the site of the Larkwood Leisure Centre in Chingford in the London Borough of Waltham Forest. The nursery is one of a large national chain of nurseries.

A maximum of 120 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 18.30 for 52 weeks of the year. All children share access to a secure outdoor play area. The nursery consists of 8 playrooms, toilet

areas for staff and children, a kitchen and office.

There are currently 139 children aged from 3 months to under 5 years on roll. Of these, 30 children receive funding for nursery education. Children come from a wide catchment area, as most of their parents travel into work in or around the area. The nursery currently supports children with special needs, and also supports a number of children who speak English as an additional language.

The nursery employs 35 staff. The manager, and 19 staff members hold appropriate early years qualifications. There are 4 staff members working towards a qualification.

The setting receives support from Waltham Forest Early Years.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are cared for in a very clean, well maintained environment. Younger children begin to develop a satisfactory understanding about good health procedures. Children's daily routines are recorded very well and these records are shared with parents to provide consistency of care. Children under two years are given time and attention by the adults to increase their well-being and security and there is a key worker system to support their sense of security. However, the organisation of meal times for the babies is not conducive to children's sense of emotional well-being and independence.

Staff generally follow satisfactory hygiene practice and follow the setting's procedures to ensure that food is stored safely. Children's health is compromised by the inappropriate storage of personal items for example, the storage of children's dummies on a shelf.

Children benefit from the nutritional content and the varied meals freshly cooked on the premises. Overall individual dietary needs are well met and they are offered a good variety of healthy snacks and meals. Older children have a real desire to become increasingly independent in personal care, for example, finding and putting on their own jumpers and coats for outdoor play. Children are able to sleep and rest and be active whenever they wish to. This is achieved through staff's understanding of their individual needs. Older children develop a positive attitude to physical exercise when they move to music and play outdoors. However, younger children have less frequent opportunity to play outdoors to increase their sense of good health and well-being.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Staff follow very effective procedures and practices to ensure the safety of children. The good organisation of the toys and equipment means that children are able to move around freely and safely. They access resources independently from low level storage. All toys and equipment are well maintained and in very good condition. Staff are vigilant and regularly use risk assessments to reduce potential hazards. Risks of accidental injury to children, therefore, are minimised. Staff record their arrival and departure times within the rooms in order to ensure their own well-being and that of the children. Security systems within the building ensures that children are kept secure and safe.

Staff have a good understanding of how to achieve a balance of freedom and safety in the setting. Staff give sensitive reminders to children about keeping safe. They tell the children to "be careful with your knife and fork as it could be dangerous ". Children use high quality equipment which is appropriate to their age and stage of development.

Children are well protected from possible abuse and neglect. Staff have attended training and show a good understanding of the procedures to follow if any concerns arise, in order to ensure the children's welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at the nursery. They achieve because staff are skilled and use their understanding of the Foundation Stage and Birth to three matters framework to provide good quality care and education. Children are very settled in the welcoming and stimulating environment. They are secure and happy because staff work well together to provide good quality activities throughout the day. Staff working with younger children use the Birth to Three matters framework well, to support their development and well-being. Children play well together, they learn to share and have respect for each others feelings.

The children under three are confident in their relationships with each other and with staff. Babies receive lots of cuddles, and have a strong bond with their key worker which increases their sense of well-being. They benefit from routines, which are consistent with their routines at home. They enjoy a range of experiences to stimulate their sensory awareness and are able to make connections through play with objects in treasure baskets and in sensory play. The two to three-year-old children participate in various activities to encourage their development. These include construction, investigating with sand, water and painting, singing and listening to stories.

Older children are very happy in the nursery and are keen to communicate with staff enthusiastically, showing them things that they have done and seen and talking about their experiences. Children benefit from warm relationships with staff who are interested in them and give them lots of praise and encouragement.

Nursery education.

The quality of teaching and learning is good. Staff have attended training on the

Foundation Stage and competently put this into practice. They show a good knowledge of the stepping stones for children's learning and provide a wide range of practical activities to enable children to work towards the early learning goals. Planning is clear and covers most areas of learning in the curriculum well. Detailed planning for focused activities ensures clear learning intentions are identified for children.

Suitable assessment records for each child clearly shows children's approach to learning and their achievements and the next steps for learning. However, some areas are given less emphasis by staff, and the lack of consistency in evaluations means that some areas of development are missed. This means that older children lack challenge. Resources are attractively set out to stimulate children's interests. Staff use open-ended questions effectively to promote children's thinking and understanding.

Staff appraisal and the evaluation of teaching is supported at present by base room managers. The provider and managers are actively implementing a staff self-appraisal and development plan to support the quality of teaching and their personal development.

Children are keen to share their experiences with staff and other children. They communicate confidently and clearly, talking activities through and reflecting on what is happening, for example, when a child asks 'can we all play our instruments one at a time?' at circle time. Children enjoy practising writing and copying their names, most of the older children are learning to write recognisable letters which are correctly formed. There is less emphasis placed on children developing these skills to write captions or to use writing for a purpose. Children rarely handle books independently to access information or for enjoyment.

Children develop a positive attitude to others and a good understanding of the wider community. They have many opportunities to celebrate festivals, try food and use a range of resources which show positive images of culture, ethnicity, gender and disability. Children behave well. They are given lots of positive praise and encouragement to support their good behaviour especially when they show care for others. For example, when requested to, they happily give up a bike to another child. Children begin to understand what is right and wrong through consistent boundaries which are reinforced by staff. Children are independent and confident; they put on their coats and shoes and choose activities.

Children are developing a good understanding of mathematical concepts, for example, when they talk about big and little and being biggest. They can count confidently, and use simple addition and subtraction when they put out the knives and forks at the lunch table.

Children enjoy exploring nature, they learn about mini beasts and how things grow and develop in the garden. They are developing a good understanding of various cultures when they discuss and celebrate a range of various religious and cultural festivals. However, there are fewer opportunities for the children to construct using resources and materials to encourage their understanding of simple technology. Children do have access to a computer but this was not available at the time of

inspection.

Children enjoy listening to music and singing when they participate in music and movement sessions. They use their imagination in play in the home corner and play imaginary games. For example, when they are pretending to swim in the pool and putting on their bathing costumes. Children easily access a variety of stimulating materials and resources which encourages their creativity. This enables them to extend their ideas and interests.

Physical play is enjoyed by the children. They show confidence when riding a bike outside and when balancing on the bricks indoors. This supports their self-esteem and skills. They regularly take part in dance and movement sessions to enable them to develop body awareness and control and an understanding of how their body works. Themes such as 'Ourselves' support children's understanding of how to stay healthy.

However, there is less emphasis placed on the organisation of outdoor play and its use as a resource for children's learning. The management have recognised this weakness in the provision for children and are taking steps to improve the garden area.

Helping children make a positive contribution

The provision is good.

Children are valued as individuals. There are effective procedures in place for the care of children with special educational needs. Children develop a positive attitude to others and a good understanding of the wider community through the use of resources and the celebration of cultural events.

Children behave well. They are given lots of positive praise and encouragement to support their good behaviour. Children are learning to share and to take turns and to begin to accept the needs of others. Children respond well when they are asked to listen when other children or adults are speaking. They begin to understand right from wrong. Staff reinforce consistent boundaries and age appropriate methods to manage behaviour, including explanation and gentle reminders. Spiritual, moral, social and cultural development is fostered.

Partnership with parents is good. Children benefit from effective information sharing with parents when children begin attending daily verbal and written information is provided. This enables them to be involved in their babies' progress which ensures their well-being. There are detailed notice boards to keep parents well informed. Parents are involved in the progression reports for the funded children and this means that parents can voice their views which are considered by the key workers. Good information about the Foundation Stage and Birth to three matters is available for parents and this helps them to participate in their child's learning.

Organisation

The organisation is good.

Children are cared for in a generally well organised environment. Staff know their roles and responsibilities and effectively implement routines to give children a broad range of experiences. Children benefit from well deployed staff, who consistently interact with them and give effective support and encouragement. This helps them feel secure and confident. The nursery maintains staff details as required to promote the safety and welfare of the children. Staff are vigilant in their implementation of procedures to maintain clear details of staff attendance and children's medical and dietary needs.

Children benefit from well qualified and skilled staff who are effectively inducted. Staff attend and update training, including first aid. Children are generally well cared for and staff implement the clear policies and procedures. However, the organisation and procedures for babies' mealtimes does not ensure the well-being of children.

The leadership and management of the nursery is good. Staff have attended the Foundation Stage training and have regular opportunities to develop their knowledge and skills through inset training and they share ideas at team meetings. Managers continually assess the quality of care and education that is provided for the children and are developing their self-appraisal and development scheme

Assessment records for younger children and babies are updated and are used to plan the next steps for their development. Funded children benefit from staff that have a good understanding of their needs. Management has overlooked the fact that records of achievement for the funded children are not always consistently maintained to enable staff to have a comprehensive picture of the child's progress.

Documentation is well organised and accessible and is regularly reviewed. This contributes to children's health, safety and well-being. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

No applicable

Complaints since the last inspection

There have been four complaints since April 2004. Of these complaints and concerns two related to Standard:2 Organisation, two to Standard:12 Partnership with Parents three, Standard: 3 Care, Learning and Play and one to Standard:11 Behaviour.

Concerns were raised on the 27/08/2004;these were investigated by the provider. Ofsted was satisfied that the actions taken by the provider were appropriate.

Concerns were raised on the 17/02/2005;these were investigated by the provider. The provider took action, however, a recommendation was made to ensure that regular monitoring of staff is carried out.

Concerns were raised on the 21/04/2005. Ofsted made an unannounced inspection visit. As a result of this visit two recommendations were made.

Concerns were raised on the 15/05/2005. The provider was asked to investigate. As a result a recommendation was 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 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 that younger children are given regular access to outdoor play to increase their sense of well-being
- ensure that the organisation of babies meal times meets their individual needs, sense of well-being and independence

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):

- develop the consistency of planning and evaluation to enable the funded children to take part in activities which encourage their skills in technology; reading and writing skills; and physical development.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk