



Leapfrog Day Nursery - Milton Keynes

Inspection report for early years provision

Unique Reference Number	EY307524
Inspection date	18 January 2006
Inspector	Catherine Langan / Stella Grace Dykes
Setting Address	11 Duckworth Court, Oldbrook, Milton Keynes, Buckinghamshire, MK6 2RX
Telephone number	01908 231 475
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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?

The Nursery opened in 2001 and was re-registered in 2004 as part of the Leapfrog Day Nurseries chain. It operates from a purpose built property with three baby rooms, two toddler rooms and two pre-school rooms. Appropriate nappy changing and toilets facilities are available throughout the nursery. In addition to the nursery rooms there is a sensory room, soft play area, an office, a kitchen, staff room and adult toilet facilities, including a toilet for people with disabilities. The nursery has a securely

fenced rear garden with a separate area for babies. The nursery is located in Oldbrook, Milton Keynes and serves a wide area. The nursery is registered to care for 100 children under 5 years. There are currently 140 children from 6 weeks to 5 years on the roll. This includes 44 3-year-olds and 15 4-year-olds who are in receipt of funding for nursery education. Children attend for a variety of sessions. The group supports children who have special needs and those who speak English as an additional language. The nursery opens 5 days a week all year round. There are 27 staff who work with the children. Of these, 14 have early years qualifications and 3 are currently on training programmes.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are healthy as the staff maintain high standards of hygiene and cleanliness throughout the nursery. Spread of infection is reduced by the good personal hygiene practices that children and staff follow. For example, regular hand washing and good nappy changing procedures. Children can rest or sleep according to their individual needs and all children have separate, clean bedding.

Children enjoy regular opportunities for physical play and fresh air. Group rooms have well equipped outside play areas where children can develop their large motor skills. In addition, children enjoy soft play and experiences in the sensory room. Older children are able to free flow between outside and indoors for some part of the day.

Staff are experienced and competent at caring for children with allergies and dietary requirements. Excellent systems are in place, for example some staff have appropriate training to administer emergency medication. A list of all children with dietary requirements is on the wall in all rooms and children with severe allergies have a poster with their name, photo, dietary requirements and allergies.

Children enjoy freshly cooked, well-balanced meals throughout the day. They benefit from nutritious food and staff's clear understanding of individual dietary requirements. Throughout the nursery, mealtimes are relaxed and sociable. Children develop independent skills. For example, babies are offered suitable finger foods so that they can begin to learn to feed themselves while staff spoon feed them their meals. Older babies and toddlers are encouraged to feed themselves but staff recognise when they need help. Self-help skills develop throughout the nursery and pre-school children have excellent skills. For example, they serve their own food and skilfully use all appropriate utensils.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children enter happily and confidently into a safe and secure environment which is suitable for its purpose and is well-maintained. Rooms are welcoming, stimulating

and brightly decorated with posters, mobiles, photos and children's art work. Children can move around freely and access suitable and safe toys, equipment and resources.

Children's safety is of high importance. There is excellent security in place. Each parent has an electronic key fob which allows them to enter the premises and keeps an electronic record of who is on the premises. Children's risk of accidental injury is minimised wherever possible as staff are consistently vigilant during the children's inside and outside play.

Children are well protected. Staff safeguard and promote their welfare through their understanding and knowledge of child protection issues and procedures.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, settle well and are confident within the nursery. They have a high sense of self worth and self-esteem as skilled staff know and meet children's individual needs. Children throughout the nursery are cared for in a secure and comfortable environment where they can thrive and develop. Babies are stimulated and nurtured. Close and caring relationships are developed with their carers who take time to settle them and follow their individual routines. All children enjoy age appropriate activities that develop their interest. As a result, they are making good progress in all areas. Children's creativity is developed in most areas of the nursery. However, the toddlers are more directed and given less opportunities for free expression during art activities.

Nursery Education.

The quality of teaching and learning is good. Children are progressing well in all areas and they are supported by staff with a good knowledge and understanding of the Foundation Stage. However, some staff are less confident and do not always fully challenge children. Children's learning is extended during planned and spontaneous play, although sometimes there are missed opportunities in everyday situations. Records of children's achievements are used to inform planning and to set individual targets.

Children develop good relationships with staff and each other as they take turns and work well together. Children are articulate and enjoy each others company. Children take pleasure in books, are competent when handling them and show interest in listening and participating during story time. For example, children listen attentively and confidently take part as encouraged by the adult.

Staff make effective use of time and resources. This is to provide a broad and balanced range of activities and experiences across the six areas of learning. Children participate in planned activities as well as initiative their own play, for example in role play areas. Children confidently select from extensive resources in the writing area and enjoy mark making/writing for different purposes. As a result, good pencil control is developing. Children are beginning to use mathematical

concepts. They confidently count and recognise numerals to 10, use positional language and are developing concept of size. For example, behind, on top of, bigger and smaller. However, there are limited opportunities for calculating. Children are developing a sense of time through consistent routines. For example, they recall past and present experiences. Children learn about the wider world through everyday resources and experiences, such as the celebration of festivals.

Helping children make a positive contribution

The provision is good.

Children are developing good self-esteem and confidence through staff valuing and fully meeting their individual needs. Children who have special needs are fully integrated into the nursery. Staff are experienced and skilful at working in partnership with parents. They use assessment and individual plans to support and monitor children. Throughout the nursery, children are well-behaved. They respond well to staff's acknowledgement and praise to good behaviour and achievements. Older children have a clear understanding of what is expected of them and conform within consistent boundaries. Staff appropriately manage younger children's behaviour by distracting and diverting them towards more positive activities. For example, children in a dispute over a car are encouraged to get additional cars and trucks from their box so that others can also play with them. Spiritual, moral, social and cultural development is fostered.

Partnership with parents is good. Children benefit from the positive relationship staff develop with parents. Children settle well because staff work closely with their parents and sufficient good quality information is exchanged. Daily records for each child are completed and sent home, parents have access to informative notice boards and child development records are shared regularly at formal parents evenings. Parents speak positively about the nursery and the staff and are satisfied with their children's care and achievements.

Organisation

The organisation is good.

Children's care and learning is enhanced by the good organisation of space, resources and staff deployment. This enables them to make the most of play and learning opportunities. All documentation which contributes to children's health, safety and continuity of care are in place and reviewed regularly to ensure their individual needs are met. Effective procedures are in place to ensure that staff are appropriately vetted and suitably qualified or have relevant experience. Staff are clear about their own roles and responsibilities. However, not all staff are clear about the roles of designated members of staff, for example behaviour management or child protection coordinator. Children benefit from good staff to child ratios. They are cared for by qualified and skilled staff who maintain safety and meet children's needs through good supervision and interaction.

Leadership and management is good. There are effective systems in place to monitor

and evaluate the provision for nursery education. Most staff working with the children receiving nursery education have good knowledge of the curriculum guidance for the Foundation Stage. Staff have clear direction and monitor teaching and learning. This means children's learning is planned for and generally extended and supported as necessary. Recording systems are in place so staff have information about children's individual achievements. Children are making progress across all areas of learning and the setting is meeting the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been no complaints made to Ofsted since 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.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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The quality and standards of the nursery education are good.

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):

- develop children's creativity through free expression in art and craft activities.
- further develop staff's understanding of designated roles and responsibilities within the nursery to ensure they seek the appropriate advice and support to sustain the needs of all children.

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 staff's knowledge and understanding of the Foundation Stage to further enhance the quality of teaching and learning.

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