



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN EY218040

DfES Number: 544908

### INSPECTION DETAILS

Inspection Date 20/05/2004  
Inspector Name Diana Pidgeon

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Leapfrog Day Nursery (Wollaton)  
Setting Address Bramcote Lane  
Wollaton  
Nottingham  
NG8 2ND

### REGISTERED PROVIDER DETAILS

Name Leapfrog Day Nurseries (Trading) Ltd 3229362

### ORGANISATION DETAILS

Name Leapfrog Day Nurseries (Trading) Ltd  
Address Central Office, Second Avenue  
Centrum One Hundred  
Burton-on-Trent  
Staffordshire  
DE14 2WF

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Leapfrog Day Nursery (Wollaton) has been registered since January 2002. It is one of a chain of nurseries owned by the parent company. The nursery is based in a converted and extended property in the centre of Wollaton, Nottingham. The location is convenient to main routes in to Nottingham city centre and local major employers. The nursery serves families from the local and wider area. Children are accommodated in base areas according to their age and development. All rooms are on the ground floor and have access to a secure outdoor area.

There are currently 110 children from 8 months to 8 years on roll. This includes 21 funded 3-year-olds and 9 funded 4-year-olds. The nursery has suitable systems to support children with special educational needs or who speak English as an additional language. The nursery is open Monday to Friday from 07:00 to 19:00, throughout the year.

There are 27 full or part-time staff who work with the children. Of these 15 hold recognised childcare qualifications and a further 6 are attending training. The nursery receives the support of a teacher from the Nottingham City Early Years Development and Childcare Partnership.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Leapfrog Day Nursery (Wollaton) offers good quality nursery education where children are making generally good progress towards the early learning goals overall. They make very good progress in communication, language and literacy, mathematical development and knowledge and understanding of the world.

The quality of teaching is generally good. Staff have a good understanding of the early learning goals and deliver a well-planned and balanced curriculum. The assessments and record keeping systems are thorough and regularly updated. Staff use their time and extensive resources very well to ensure children are purposefully engaged and actively learning. Staff generally extend activities suitably for older and more able children. However, there are occasions when 4-year-olds are insufficiently challenged. Most aspects of managing children's behaviour are promoted successfully. Some children find turn taking and sharing difficult.

Leadership and management are very good and a strength of the nursery. The company provide a clear management structure, with the nursery manager responsible for daily monitoring. Staff in the pre-school room work co-operatively as a team and they meet together to evaluate the impact of activities and refine future planning. An appraisal system is in place and all staff have opportunities for professional development. Clear systems monitor the effectiveness of the educational provision and positive steps are taken to ensure improvement.

The partnership with parents is very good. A range of useful information is available through written brochures, newsletters and notice boards. Parents have many opportunities to be involved in the nursery and to support their child's learning at home. Staff and parents exchange information daily and diary sheets are completed for each child. Open evenings offer formal opportunities for parents to discuss their child's progress and contribute to their assessments.

### What is being done well?

- Children benefit from the well-planned curriculum, which offers activities that inspire and interest them. They handle a wide range of materials and are developing the art of careful observation.
- Most children communicate confidently and staff enrich their language by introducing new vocabulary at appropriate moments. Purposeful opportunities to make marks and write within play, such as in the café area, promote children's writing skills.
- Effective management of the nursery and strong teamwork ensures standards of education and care are monitored, evaluated and improved.
- The nursery provides good quality information about the curriculum, topics and day-to-day activities. Staff suggest ways of supporting learning at home

and encourage parental involvement in the life of the nursery.

**What needs to be improved?**

- children's ability to co-operate, share and take turns fairly
- physical challenges for more able children
- large group musical activities to ensure they meet the needs of all children.

**What has improved since the last inspection?**

Not applicable

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are confident and motivated to learn. They show enthusiasm for all activities and confidently engage with adults and each other. Independence skills are developing well with children able to select their own resources and take care of their personal needs. Many children persevere with difficult tasks, such as fastening coats. Children generally behave well and are considerate to others, although some find sharing and taking turns difficult.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children communicate clearly with adults and each other. They enjoy listening to stories, looking at books and some older children retell stories. They understand the wealth of print displayed on notices and captions around the room. Children recognise their names and begin to write these forming letters correctly. All children write purposefully within play, to take orders in the café or to make bills. Many children recognise and link sounds and letters in familiar words such as their names.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children confidently use mathematical language in their play and can recognise colours, shape and size as they find objects hidden in the sand tray. Most children count confidently to 10 and beyond. Many begin to recognise one more and can divide groups of objects at focussed activities. Staff encourage children's understanding of number through practical tasks, such as laying the table. Older children recognise and repeat patterns, match objects by size and name three-dimensional shapes.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children carefully observe similarities, differences and change as they examine insects and the life cycles of butterflies. Children skilfully make models from construction sets and older children are able to follow simple pictures. A wealth of opportunities enables children to learn how to operate modern technology, such as the swipe till in the café and freely available use of two computers. Planned themes encourage children to appreciate their own and other cultures.

### **PHYSICAL DEVELOPMENT**

Judgement: Generally Good

Children use a range of wheeled toys and large equipment competently although more able children are not always extended. Most children move confidently and safely outdoors. They learn about keeping themselves healthy. Children use small tools such as scissors, pencils and cutlery with increasing control and safety. Regular opportunities give children time to consolidate their skills, such as painting with brushes and squeezing pegs.

### **CREATIVE DEVELOPMENT**

Judgement: Generally Good

Interesting and well-planned role-play areas, such as the Ladybird café, enable children to use their imagination as they pretend to be customers, waiters or pot-washers. A good range of resources allows children to explore different media and develop their skills in free painting and drawing. Children sing familiar songs and join in action rhymes, sometimes with accompanying music. Large group musical activities do not always meet the needs of all children.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**

### **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

### **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- improve children's ability to share, take turns and co-operate with each other
- ensure physical activities extend older and more able children
- review large group musical activities to ensure they meet the needs of all children.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*