



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 314666

DfES Number: 593955

INSPECTION DETAILS

Inspection Date 10/02/2005
Inspector Name Diane Lynn Turner

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Leapfrog Day Nursery (Brough)
Setting Address Welton Road
Brough
East Riding of Yorkshire
HU15 1AF

REGISTERED PROVIDER DETAILS

Name Leapfrog Day Nurseries Ltd 32209362

ORGANISATION DETAILS

Name Leapfrog Day Nurseries 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 of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and 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 is situated in Brough near Hull and is part of a chain of nurseries that operate throughout the country. It operates from a purpose built, single storey building that is situated within a small shopping park. Children are cared for in three main rooms that are divided into smaller areas by the use of partitions. Toilet and nappy change facilities are sited within reach of all the care rooms. A main kitchen, separate milk kitchen, medical room, office and staff facilities are also available. Each care room has direct access to its own enclosed outdoor area with safety surface and a range of equipment for outdoor use.

The nursery is registered to provide full day care for 110 children from birth to eight years. There are currently 164 children on role including 73 three and four-year-olds in receipt of nursery education funding. Children come from the local area and their attendance is a mix of both full and part time. The nursery welcomes and supports children with special needs and those who have English as an additional language. Limited places are available for children up to the age of eight years during the school holidays.

Opening hours are from 07.00 to 19.00 Monday to Friday all year round, with the exception of Bank Holidays.

Thirty-one members of staff work with the children overall on a full, part time and relief basis. More than half are qualified to level three or are working towards this. In addition there is an administrator and two domestic members of staff including a qualified cook. They receive support from the development workers at the local Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Leapfrog Day Nursery (Brough) provides good quality care for children. The environment is warm, welcoming and well organised with very good security systems. It is well maintained in most areas. The staff are well led and managed and there are effective systems in place to monitor their development and identify any

training needs. They work well together as a team and have a clear understanding of their role and responsibilities.

The staff have a good awareness of all risks to children's health and safety. The children are safe and well protected by effective procedures to identify and minimise hazards, ensure good hygiene practices in most areas and protect them from possible abuse. Varied and nutritious snacks and meals are provided and high priority is given to ensuring children's individual dietary needs and preferences are met.

Care learning and play in all areas of the nursery is good. The children's individual needs are known, understood and met by the staff who have a commitment to ensuring that all children have equal opportunities and access to activities. There is a good range of toys and equipment in all areas to support the range of interesting topic based play and learning opportunities that are provided. Planning for activities is detailed and appropriate to the children's development. Staff maintain clear boundaries for behaviour in age appropriate ways and a caring, supportive and consistent manner is evident overall.

Parents are made very welcome. Information they receive is clear, of good quality and well presented. There are very effective systems in place to share information and they are kept well informed about their child's progress. All documentation is in place for the safe and efficient management of the service. It is well organised, stored securely, updated regularly and includes a wide range of detailed policies and procedures.

What has improved since the last inspection?

At the last inspection the nursery agreed to ensure all staff are made aware of the nursery's operational plan and the policy for sick children, ensure staff have training in child protection, special needs and equal opportunities and organise resources so that they are readily available to the children.

Action has been taken to improve all these areas. New staff are made aware of the nursery's operational plan and sick child policy through the induction procedure. Staff with designated responsibility for special needs, child protection and equal opportunities have undergone training to equip them for this role. They then cascaded relevant information to the other staff within the nursery. Some low level storage units are available to make equipment more accessible and the resource boxes stored on higher shelves are now clearly labelled to help children identify the contents.

What is being done well?

- Good attention is paid to establishing and maintaining clear boundaries of behaviour. The system to recognise and acknowledge good behaviour is particularly effective in the pre-school room.
- High priority is given to developing a strong partnership with the parents. They are made very welcome and staff give excellent attention to gaining and

exchanging information about the children and their care.

- Good relationships between staff and the children are evident in all rooms. Staff know the children very well and are sensitive to their needs and feelings.
- A very colourful and stimulating environment is provided. Displays throughout the nursery are well presented and include the children's work which shows this is valued.
- Freshly prepared, healthy, nutritious meals and snacks are provided. Menus are attractively displayed and copies of the recipes used are made readily available to the parents.

What needs to be improved?

- the maintenance in relation to the flooring and outside play surface
- the cleanliness of the high chairs.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no complaints to report.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
4	Ensure all areas of flooring are well maintained.
4	Ensure the safety surface in the outdoor baby play area is well maintained.

7	Ensure there are effective systems in place for the cleaning of high chairs.
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INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Leapfrog Day Nursery (Brough) provides good quality nursery education overall which enables children to make generally good progress towards the early learning goals. Provision for their personal, social and emotional development, their knowledge and understanding of the world as well as their physical and mathematical development, is particularly well planned and they make very good progress in these areas.

The quality of teaching is generally good. Staff manage children's behaviour well overall and have good relationships with them. A varied curriculum is delivered that clearly differentiates between the learning needs of the three and the four-year-olds and effective questioning is used during activities to develop children's understanding and help them achieve the intended learning outcome. Activities are well presented, but resources to support these are not always effectively maintained and particular areas of communication, language and literacy need to be improved. Assessments of children's learning are made against the early learning goals and staff use this information to plan what children should do next. Detailed, well presented records are kept of the children's progress to share with parents.

Leadership and management of the group is generally good. All staff working with the children show a commitment to ensuring the children's safety and well being and they work well together as a team. They have a clear understanding of their role and responsibilities and are well supported by the management structure. However, the system to monitor the educational programme is not always effective in ensuring there are no gaps in the curriculum over time.

The partnership with parents and carers is very good. Parents and staff have a friendly relationship and good communication is evident. They are kept well informed about forthcoming events and activities and are actively encouraged to be involved in their child's learning.

What is being done well?

- High priority is given to fostering children's personal, social and emotional development. As a result the children are very confident and receptive learners.
- Excellent use is made of meal times to promote good social skills and enable the children to use their independence.
- Children have very good opportunities to learn about health and bodily awareness, particularly the effect of exercise.
- Very good opportunities are offered for children to learn about letters and their associated sounds through a range of interesting and fun activities.

- Good attention is paid to developing children's physical skills, particularly in the outside area where they are able to use a good range of equipment.
- Staff enrich and extend the curriculum by regularly inviting visitors to the nursery to share their skills with the children, including weekly French language and dance sessions.

What needs to be improved?

- the maintenance of some resources
- the planning and teaching of some aspects of communication, language and literacy.

What has improved since the last inspection?

Very good progress has been made since the last inspection. The staff have introduced a number of effective measures to improve the opportunities for children to use the alphabet, learn letters and sounds, use writing for meaning, recognise patterns in rhymes and simple words, use simple number operations of addition and subtraction and have access to resources to develop their skills of cutting and joining materials and equipment.

Staff now introduce a new letter of the alphabet each month and plan activities that link to this. They use daily discussion time and everyday routines such as meal times in a fun way to help children identify the initial letter sound of their name and include regular times during the day for them to join in with familiar rhymes and songs to help them recognise patterns of sounds. They also use these times effectively to encourage children to use simple addition and subtraction as they join in with various number rhymes.

They regularly offer planned opportunities for children to use writing for meaning such as making and sending cards, to use scissors, particularly during craft activities and for them to use a variety of construction materials, including box modelling.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

All children are very confident, keen and motivated to learn. They enthusiastically try out new ideas and experiences and have good relationships with both the staff and each other. They confidently choose between activities, persist with difficult tasks and show high levels of independence in their personal care such as putting on their own coats and washing their hands. They behave well and show good social skills at meal times when they use good manners and serve their own food.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children have very good speaking and listening skills. They initiate conversation and enjoy listening to stories when they confidently predict what might happen next. They answer their name confidently at registration and can correctly identify a good many letters of the alphabet and their associated sounds. Many can write their own name correctly but the provision to support the less able in this and the opportunities to use mark making to support their play in other areas are insufficient.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

All children demonstrate good counting skills. This is reinforced well during everyday routines such as counting the number of children present and how many can access a particular activity at once. They can confidently recognise a good number of numerals, order by size and sort objects correctly by type and colour. They confidently complete jigsaws of increasing difficulty, learn about capacity when playing with sand and water and show an understanding of positional language when lining up.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have very good design and making skills. They carefully construct with bricks, join tracks when playing with the trains and use box modelling. They grow and care for plants in the outdoor area and show an interest in the wider world. They understand about festivals such as the Chinese New Year and readily use words they have learnt during the weekly French language sessions. Their use of information technology is developing well and they are able to use a range of equipment confidently.

PHYSICAL DEVELOPMENT

Judgement: Very Good

All children move confidently around the premises demonstrating good body control and co-ordination. They move in a variety of ways when taking part in action rhymes and have access to a variety of large equipment to develop their climbing and balancing skills. They show a good understanding of the effect of exercise on their bodies and their fine motor skills are developing well. They use equipment such as scissors, pencils, paint brushes and cutlery effectively and with very good control.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children confidently explore colour, media and materials through a good range of practical activities such as box modelling, mask making and painting. They draw skilfully and join in enthusiastically with familiar songs and action rhymes. They use their imagination well to express and communicate their feelings through role play, particularly when acting out domestic situations. Poor maintenance of some resources however, means they are not always able to use these effectively in their play.

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

- provide regular opportunities for the children to use mark making to support their play in other areas
- make name cards readily available to support the less able in writing their names
- improve the range of resources in the book corner and encourage the children to handle these appropriately
- improve the system to monitor the maintenance of toys and resources so children are able to use these effectively to support their play, particularly in mark making and role play.

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.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.