



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 160645

DfES Number: 548305

INSPECTION DETAILS

Inspection Date 03/02/2005
Inspector Name Mandy Gannon

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Leapfrog Day Nursery (Woking)
Setting Address 50 Cavell Way
Knaphill
Woking
Surrey
GU21 2TJ

REGISTERED PROVIDER DETAILS

Name Leapfrog Day Nurseries (Trading)Ltd 3229362

ORGANISATION DETAILS

Name Leapfrog Day Nurseries (Trading)Ltd
Address Central Office
Second Avenue, Centrum 100
Burton Upon Trent
STAFFS
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 (Woking) was registered in May 2001 and is part of the Leapfrog Day Nursery chain which is part of Nord Anglia Nurseries. It occupies a converted building on a former hospital site in Knaphill, Woking. The nursery is within walking distance of a children's play area and shops.

The nursery is open from 07:00 to 19:00 every weekday throughout the year, closing only for Bank Holidays. The nursery serves the local community and families living in the surrounding area. Thirty-one members of staff share the care of the children. In addition there are also two cooks and an administrator. Over 50% of staff are appropriately qualified.

The nursery provides care for up to 130 children. There are currently 144 children on the register, of these 48 children are in receipt of nursery government funding. Two children have English as an additional language and the group have consideration for special needs. There is a multi-sensory room and an enclosed basement play area open to the fresh air. Babies are divided into three groups according to their stage of development. The toddlers are divided into two groups according to their age, and an additional area on the second floor of the building is set aside for children aged three to five years. Additional space can be allocated for children up to eight years in school holidays.

The nursery has support from the Early Years Partnership.

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

How effective is the nursery education?

The provision for the nursery education at Leapfrog Day Nursery (Woking) is acceptable and of good quality. Children are making generally good progress towards the early learning goals in most areas. They are making very good progress in personal, social and emotional development.

The quality of teaching is generally good. Staff plan effectively to cover all areas of learning and the majority of staff have a secure knowledge of the Foundation stage. However, plans do not include sufficient detail how activities can be extended or adapted to meet children's individual needs. Staff provide a good range of activities. They evaluate these activities and are critical of their findings. Staff praise and encourage children and some staff are skilled at developing children's language through questioning. However, some staff do not always encourage children to freely express themselves in role-play. Relationships are good. Staff set high standards for behaviour and are good role models, to which children respond.

Leadership and management are generally good. Staff attend training and their further development is encouraged through regular appraisals and support. Evaluations are completed regularly and are made from observations of the children and staff and feedback from parents is used to make improvements. Evaluation of the nursery provision has not addressed the issue of meeting children's individual needs.

Partnership with parents and carers is very good. Parents are provided with information about the setting and its policies are available to read. Staff see and speak to parent's on a daily basis and give daily feedback forms on their child. Parents evenings are provided where parents can discuss their child's progress and look at their folders. Parents are involved in their child's learning. They are given information on forthcoming topics and given ideas how to explore and develop activities at home.

What is being done well?

- Parents are provided with information about the setting. Its policies and procedures are available. Staff see and speak to parents on a daily basis to share and exchange information about their child. Daily feedback forms are completed.
- Children relate confidently to each other and adults. They are well behaved and share toys and resources. They show good concentration skills and work well together. For example, a child drops her money and other children help her pick it up without being asked.
- Children confidently express their ideas. A child tries to put objects back in a box, 'Oh no, I can't get the lid on!'. When asked what he could do he explains,

'I could try and spread them out'. Children are happy, interested and involved in their play and the activities provided.

- Relationships are very good. Staff set high standards for behaviour and are good role models. Children respond accordingly. Children are polite and courteous and work well together.
- Children progress their mathematical skills. They use language to describe and compare shapes and patterns. Some children can count to ten and can recognise numerals. A child makes hand prints on the table when coming back from the bathroom with wet hands. She counts the fingers she could see.

What needs to be improved?

- planning, to ensure needs of children are met and activities can be adapted or extended to meet individual needs
- opportunities for children to develop large motor skills
- the programme for language and literacy, by reinforcing children's learning of the alphabet names
- opportunities to use Information technology and programmable toys on a regular basis.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident. They work independently at tasks. They co-operate with each other to share toys and resources and, as a team, they encourage each other to help tidy up. Children are well behaved. Staff praise and encourage children to raise their self confidence and their self-esteem. Children form good relationships with each other and adults. They are happy, involved and interested in the activities provided.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children use and enjoy books on an informal basis. They also enjoy and participate at storytime. Children are confident and engage with enthusiasm in conversation. They explore new words and are given support and encouragement to extend their vocabulary. However, labelling is not always at child height which does not reinforce children's learning of the alphabet. Children are aware of phonic sounds. Children practise emergent writing and some are able to recognise and write their own name.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children use language to compare patterns and shapes. Several children are able to count to ten and can recognise numerals. Children learn to use numbers in everyday situations and show they understand size and shape through practical activities. However, opportunities are missed to introduce calculation and associated vocabulary in practical activities, for example, at snack time.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Resources in everyday play opportunities encourage children to investigate, construct and assemble. Children talk confidently about personal events in their own lives and are becoming aware of other cultures and traditions. Opportunities to use information and communication technology and programmable toys are limited and not provided on a regular basis. Opportunities are missed to develop activities to make them more challenging for older or more able children.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are confident in their independence skills. They take themselves to the toilet and wash their hands, pour their own drinks and serve themselves at snack time. Many children are able to control pencils, pens and scissors with increasing dexterity, and a good range of activities are provided to develop their small muscle skills. However, opportunities to promote large motor skills are limited, especially in activities such as balancing, riding bikes with pedals and scooters.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children experience a good range of resources and activities to explore a variety of media and materials, including paints, collage and malleable materials. They participate and enjoy story times and actively enjoy singing and action songs and participate with enthusiasm. They are confident in expressing their ideas. However, children's ability to express themselves freely in role-play is sometimes restricted and children are limited in expressing their ideas.

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

- include in plans how activities can be extended or adapted to meet children's individual needs
- provide opportunities for balancing and developing large muscle skills
- increase use of information technology and programmable toys on a regular basis
- enhance the programme for language and literacy by providing resources at child height which reinforce their learning.

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.