



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 208218

DfES Number:

INSPECTION DETAILS

Inspection Date	30/01/2004
Inspector Name	Jane Elizabeth Roberts

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Leapfrog Day Nursery (Telford)
Setting Address	Priorslee Avenue Priorslee Telford Shropshire TF2 9RS

REGISTERED PROVIDER DETAILS

Name	Leapfrog Day Nurseries Ltd 3229362
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ORGANISATION DETAILS

Name	Leapfrog Day Nurseries Ltd
Address	Central Office Second Avenue, Centrum 100 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 part of the Leapfrogs Day Nursery national chain, and opened in 1998. It operates from a purpose built single storey premises, which can be utilised to meet the need of the children attending. The setting serves the local area and parents travelling into Telford to work.

There are currently 147 children from three months to eight years on roll. This includes 44 funded three-year-olds and 12 funded four-year-olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs, and who speak English as an additional language.

The group opens five days a week all year round. Sessions are from 07.00 until 19.00.

There are nine part time and seventeen full time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3 and others are currently working towards a recognised early years qualification. The setting receives support from a mentor from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Leapfrog Day Nursery (Telford) provides a good standard of care for children.

Staff are experienced and work well as a team. They demonstrate a strong commitment to children, providing well organised space and resources. The operational plan is clear with a comprehensive range of policies and procedures. Children and parents are provided with a warm welcome. Each room provides a broad range of resources and children's independence is encouraged. Resources that enable younger children to explore diversity and other cultures are limited. Records throughout the setting are clear and effective.

Staff have a good awareness of health and safety and take all reasonable steps to

ensure the children's safety; risk assessments are used effectively to monitor safety throughout the setting. Well organised daily routines encourage children to learn about hygiene practice. Medicine, accident and illness records are comprehensive. Children enjoy the meals provided, which are wholesome and cater for children's individual needs. Staff have a good awareness of child protection procedures.

Activities are organised well to meet developmental needs and interests. Throughout the setting staff positively interact with children to encourage their interest, independence and learning. Children's behaviour is managed well and staff work with parents to ensure consistency. The written behavioural management policy does not reflect all of the positive strategies used within the setting. Children and families are valued and respected and treated with equal concern and families are well informed about the support provided for children. The setting shows a good awareness that some children have special needs.

There is a good partnership with parents and information is shared regularly both formally and informally. Parent's views are valued and taken into consideration and a wide range of informative news and advice is provided for parents. Documentation is well maintained.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Space and resources are well organised for the benefit of the children, for example preschool children work in small focus groups which encourage good one to one interaction. Children are also able to freely select activities and play and enjoy themselves with other children.
- Throughout the setting children are provided with a broad range of play and activities to meet their individual developmental needs.
- The setting maintains effective risk assessments and takes appropriate actions to minimise risks. Staff promote safety throughout the setting's daily routine and security is given a high priority.
- The setting has effective procedures for dealing with illness, medication and accidents. Records are detailed and clear and are shared with parents who countersign all entries.
- Children enjoy well-planned meal times and children's individual needs are met well. Children are provided with a varied, healthy and nutritious diet.
- Staff regularly exchange information with parents to ensure children's needs are fully addressed. Views expressed by parents are dealt with promptly and treated as a valuable way of identifying area where practice may be improved. Parents are provided with a wide range of news and advice.

What needs to be improved?

- opportunities for children under three years old to explore diversity and other cultures
- the behavioural management policy to include additional details of the positive behaviour management strategies used.

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
5	Develop more opportunities for children under three years old to explore diversity and other cultures.
11	Develop the positive behaviour management strategies in the behavioural management policy.

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

How effective is the nursery education?

Leapfrog Day Nursery provides generally good nursery education with a number of very good aspects. Children are making good progress towards the early learning goals. Staff clearly understand the stepping stones and early learning goals. Assessment is detailed and used effectively to monitor progress children's progress.

The quality of teaching is very good. The staff team is committed and effective and they work well together. However challenges set for children involving mathematics and everyday technology require improvement. Staff work hard to include all children and plan effective support for children with special educational needs and those with English as an additional language. There is a wide range of resources and activities to support children in all six areas of learning but there are limited resources to reflect everyday technology and to help children extend their mathematical ideas and methods to solve practical problems. Children behave well in response to the sensitive support of the staff.

The leadership and management of the setting are very good. Effective teamwork between the management and staff ensures good communication. Management regularly review planning and policies and monitor their effectiveness. Staff are encouraged to continue further training. All staff contributes to curriculum planning and evaluates its effectiveness. They are responsible for the assessment of children's progress. This contributes to the smooth running of the setting and the children's learning.

Partnership with parents is very good. Staff work hard to ensure parents are kept well informed about their child's progress. Parents are made to feel welcome and staff take time to speak to parents and work closely with them. Information that is useful and informative is provided for parents about their child's developmental progress and daily routine. Parental comments are valued by management and used effectively to develop the services provided.

What is being done well?

- Activities provided by the staff are purposeful and well planned enabling children to be independent, confident and to concentrate very well. Children are motivated to learn.
- Language and literacy are effectively organised which results in children being independent learners.
- Children respond imaginatively to stimulating projects and activities.
- Informative and useful information provided for parents ensures they are aware of their child's developmental progress.

- Staff work well as a team and have a clear understanding of the stepping stones and early learning goals.

What needs to be improved?

- The opportunities for children to use and explore everyday technology.
- The opportunities for children to develop mathematical ideas and methods to solve practical problems.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are developing confidence and self-esteem. They are keen and interested to learn and are able to concentrate very well for appropriate periods of time. Children show independence and are able to choose confidently from a range of activities provided by the staff. Three year olds are encouraged to play cooperatively and all children work well in small and large groups. Children behave well. They are learning to share and to take turns and to be considerate to each other.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children enjoy listening to stories and looking at books. They confidently sing familiar rhymes and talk with each other and with staff using a wide vocabulary. Children are able to recognise their own names. Some children are able to write their own name. Some children are able to identify letters and the sound that the letter makes. Children participate enthusiastically in activities that enable them to develop pencil control and writing skills.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children learn about numbers through a range of planned and spontaneous activities. Children confidently count up to 10 and above. They enjoy activities, which enable them to recognise shape, colour and size. Children are becoming familiar with number rhymes and with concepts of size, weight and shape. They are progressing in simple calculations. There are limited opportunities for both three and four year olds to extend and develop mathematical ideas and solve practical problems.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children explore the local and wider world through topics and activities. They observe changes in the weather, nature and grow plants in their greenhouse. Children confidently experience other cultures and access a wide range of resources reflecting positive images and diversity. They are developing an understanding of time and discuss significant events. Children construct and build but there few opportunities for both three and four year olds to explore everyday technology.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children are developing a good awareness of a healthy life style and the importance of exercise and diet. They move with confidence and are developing good spatial awareness. They enjoy a comprehensive physical development programme both indoors and outdoors and have the opportunity to move to music. Children move well and are confident. They use a wide range of equipment to develop fine manipulative and large muscle development.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children enjoy singing songs in small and large groups. They learn about colour and shape through a range of planned and spontaneous activities. Children respond well to role-play activities, which are varied, and interesting. Children confidently use a variety of materials including paint, collage materials and junk modelling of their own choosing or to fit in with a planned theme. Children have the opportunity to respond to music.

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

- Increase opportunities for children to use and explore everyday technology.
- Improve opportunities for children to develop mathematical ideas and methods to solve practical problems.

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.