



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 220026

DfES Number: 597148

INSPECTION DETAILS

Inspection Date 08/12/2004
Inspector Name Ann Austen

SETTING DETAILS

Day Care Type Full Day Care, Out of School Day Care
Setting Name Leapfrog Day Nursery (Kettering)
Setting Address Lamport Close
Kettering Venture Park
Kettering
Northamptonshire
NN15 6XY

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-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, Kettering is one of 101 nurseries run by Leapfrog Day Nurseries Limited. It opened in 1999 and operates from a business park on the edge of Kettering. It operates from three base rooms in a purpose built building. A maximum of 112 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 to 18:00 for 52 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 137 children aged from 6 weeks to under 5 years on roll. Of these 28 children receive funding for Nursery Education. Children come from a wide catchment area, as most parents travel to work. The nursery is able to support children with special educational needs and children who speak English as an additional language.

The nursery employs 34 staff. 17 of the staff, including the manager hold appropriate early years qualifications. Thirteen members of staff are working towards a qualification.

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

How effective is the nursery education?

Leapfrog Day Nursery provides good quality nursery education which enables children to make generally good progress towards the early learning goals.

The quality of teaching is generally good overall, although there are some significant weaknesses in some areas. Staff are continuing to develop their knowledge of the Foundation Stage however some are less secure and do not have a clear understanding of the stepping stones and how young children learn. This results in inconsistent teaching methods and insufficient challenge for older, more able children. A new planning system has recently been implemented which clearly identifies the learning intentions and progression for more able children. Staff assess children's learning against the stepping stones and early learning goals however they are not always used effectively to plan what children should do next. Staff build warm relationships with the children supporting their learning. They reinforce clear boundaries and help children understand what is expected of them in terms of acceptable behaviour, encouraging the children to be polite and considerate to others. Staff are able to support children with special needs and children who speak English as a second language although children with special educational needs are not always encouraged to participate in the full range of nursery activities. Generally good use is made of the space and resources.

Leadership and management is generally good. There are clear and appropriate aims for the children's care and education. Systems are in place for induction and appraisal however management does not make effective use of evaluation to monitor all aspects of the provision.

The partnership with parents is generally good. Parents receive information about the curriculum and clear settling in procedures are in place. However parents have insufficient opportunity to share what they know about their child. They are informed about their child's progress.

What is being done well?

- Children show an interest in the activities provided. They form positive relationships with adults and their peers. Children chat as they play along side each other and work cooperatively as a group, for example when they play games and bath the dolls. They are beginning to share and consider the needs of others.
- Children show an interest in the world around them. They visit places of interest such as the Sea Life and Space Centre and explore the local community by going on walks and taking the bus to the library. Visitors to the nursery, such as the police and fire service, enhance children's awareness of the roles of others. Through the celebration of festivals children are learning to respect a range of cultures and beliefs.

- Children move with increasing control and coordination negotiating space successfully. They use the parachute, run, skip, climb, peddle cycles and enjoy being active. Children participate in a range of activities to enable them to practise their manipulative skills and develop their hand to eye coordination. They use mark making implements, malleable materials, construction sets, small world activities and tools, such as scissors, brushes and glue spreaders with increasing control and confidence.

What needs to be improved?

- children's mathematical development, by ensuring that they have regular opportunities to count and develop their understanding of problem solving and calculation in practical activities and everyday routines
- opportunities for children to initiate activities and resources for themselves, to look at books for enjoyment, to use information and communication technology and programmable toys to support their learning, to develop their balancing skills and to express their own ideas during creative activities
- staff knowledge of the Foundation Stage, including teaching methods, to ensure that all children are included in the activities provided, that there is sufficient challenge for older more able children and that information gained from observation and assessment is used to plan what children do next
- the use of evaluation to monitor all aspects of the provision
- opportunities for parents to share what they know about their children's learning.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children show an interest in the activities provided, developing their confidence to try new activities and speak in a familiar group. They build positive relationships with staff and their peers. Generally children behave well, they are learning to be polite and considerate to others. Children are developing their personal independence however they do not always take the initiative and select further resources for themselves. They show an interest in their own environment and other cultures.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are developing their speaking and listening skills. They enjoy stories however they have limited opportunities to look at books for enjoyment. Children play games to learn to distinguish one sound from another, older children are beginning to name and sound letters of the alphabet. They develop their early reading skills by recognising names on cards. Children are developing their emerging writing skills; older children write their names and form recognisable letters.

MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children are developing their counting and number recognition skills but do not count spontaneously during activities. Their understanding of calculation and problem solving is not secure and is insufficiently reinforced through either planned or spontaneous activities. Children show an interest in shape, making arrangements out of construction resources and cutting circles to make snowflakes. They are beginning to use mathematical language to describe and compare size.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children show an interest in the world around them, they go on local walks, visit places of interest and learn about the roles of others. Children care for living things and observe growth by planting seeds. They build using construction sets and recycled materials. However children have insufficient opportunity to use information and communication technology and programmable toys to support their learning. Children learn about their own and other cultures.

PHYSICAL DEVELOPMENT

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

Children move with increasing control and coordination negotiating space successfully. They use the parachute, run, skip, climb and peddle cycles. However they have insufficient opportunity to develop their balancing skills. Children move their bodies to create an intended movement and respond to music with movement. They have a growing awareness about staying healthy and their own personal hygiene. Children handle tools, objects and construction materials with increasing control.

CREATIVE DEVELOPMENT

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

Children take part in activities exploring different media and materials however they do not always have sufficient opportunity to express their own ideas during creative activities. They differentiate colours as they draw and paint. Children enjoy ring games and have opportunities to sing and use musical instruments. Children express and communicate their ideas as they construct and use small world resources. They actively participate in different role-play scenarios.

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

- develop children's mathematical understanding, by ensuring that they have regular opportunities to count and develop their understanding of problem solving and calculation in practical activities and everyday routines
- develop staff knowledge of the Foundation Stage, including teaching methods, to ensure that all children are included in the activities provided, that there is sufficient challenge for older more able children and that information gained from observation and assessment is used to plan what children do next
- develop the use of evaluation to monitor all aspects of the provision.

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.