



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 199372

DfES Number: 540026

### INSPECTION DETAILS

Inspection Date 08/12/2004  
Inspector Name Rachel Edwards

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Leapfrog Day Nursery (Chippenham)  
Setting Address Bath Road  
Cepen Park South  
Chippenham  
Wiltshire  
SN14 0BJ

### 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  
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 in Chippenham, has been open since March 2000 and serves the local area. It operates from a purpose-built unit on the western side of the town, with access to a fully enclosed outside play area.

There are currently 80 children on roll, including 31 funded three and four-year-olds. It is open weekdays from 0700 to 1900. The nursery supports children with identified special educational needs and those with English as an additional language, although currently none of these are funded children. No overnight care is offered.

25 full time and nine part time staff are employed. The pre-school is led by a qualified teacher. Five other full time members of staff work with her, four of whom have early years qualifications.

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

### How effective is the nursery education?

Leapfrog Day Nursery (Chippenham) provides good quality nursery education. Children are making generally good progress towards the early learning goals and very good progress in personal, social and emotional development and in physical development.

The quality of teaching is generally good. Staff have a generally good knowledge of the foundation stage, enabling them to plan a range of interesting and appropriate activities. The timing of sessions is generally good but snack time is poorly organised with children waiting for too long and missed opportunities for them to learn. Staff are well deployed and work effectively as a team, using their individual strengths to benefit the children. They are warm and caring and create a relaxed and welcoming environment where children settle quickly and become confident members of the group. Staff consistently manage children's behaviour well. Children's progress is assessed but there is not an effective system for staff to routinely observe and record all children. Assessments are not used to ensure that planned activities offer appropriate challenge for all children.

Leadership and management are generally good. Regular meetings involve staff in all issues affecting the nursery. Staff are supported in their professional development. There is a commitment to improving the provision of care and education and the nursery receives support from the Early Years Childcare and Development Partnership. There has not been an effective system for monitoring and evaluating the education but the recently appointed room manager is beginning to highlight some areas for improvement.

There is a generally good partnership with parents. They have good opportunities to discuss their child's progress and feel welcome in the nursery. They have limited opportunities to be involved in their child's learning and do not contribute towards the assessment records.

### What is being done well?

- Children are happy, confident, well behaved and eager to learn.
- Children are developing strength, skill and co-ordination as they use a variety of small and large equipment.
- Staff have a good understanding of how children learn. Children may freely choose from a range of interesting and practical activities.

### What needs to be improved?

- the system for observing and recording children's progress

- the use of assessments to plan activities that offer appropriate levels of challenge for all children
- the use of the daily routine and practical activities to consolidate and extend children's writing skills and understanding of simple number operations and problem solving.

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

First inspection.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy and settled in the group. They participate eagerly in most activities and concentrate well at their chosen tasks. They are beginning to form friendships and play very co-operatively with others, sharing, taking turns and often helping each other. Behaviour is good and those who find this more difficult are well supported and making good progress. They learn about the needs of others and sometimes celebrate other cultures. They are very independent in their personal care.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children speak enthusiastically and understand how to take turns in conversation. They enjoy stories and are able to guess what might happen next. They are beginning to learn letters and link these to their sounds. They understand that print carries meaning and most recognise their name. They enjoy writing for different purposes such as during role play. Older and more able children are not encouraged enough to develop their skills in writing recognisable letters and words.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are interested in numbers and keen to count, order and sort various objects. They are beginning to recognise numerals. They enjoy number rhymes which introduce them to the concept of taking away. Staff help them to recognise patterns and they use mathematical language to describe and compare length, size and volume. Opportunities are missed to develop and reinforce children's knowledge through the daily routine, such as sharing out the snack and free play activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children notice change and discuss why things happen, such as when cooking. They design and build well with a range of materials. They use the computer skilfully which helps them learn in other areas. Children talk about past experiences and excitedly look forward to Christmas. They are becoming aware of the world around them through visits from members of the community and by celebrating different cultures. They do not routinely explore and closely look at natural objects and living things.

## PHYSICAL DEVELOPMENT

Judgement: Very Good

Children have daily use of an outdoor play area. They move confidently and safely in many ways, showing a good awareness of space, such as when playing 'sleeping bunnies'. They develop a range of skills as they climb, balance, pedal, throw and catch. They are developing good hand-eye co-ordination by using a variety of tools and equipment such as threading and construction toys. They are becoming aware of the importance of staying healthy.

## CREATIVE DEVELOPMENT

Judgement: Generally Good

Children have many opportunities to explore colour, texture and form using a variety of media. They really enjoy role play, enthusiastically using props to re-enact imagined and real life experiences. A specialist music teacher visits each week and children enjoy singing and moving to music and regularly explore the sounds made by a range of instruments. Children's planned creative activities are sometimes limited by an expectation to produce a pre-defined end product

**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**

- Devise and implement an effective system for staff to regularly observe and record children's progress towards the early learning goals.
- Make use of this knowledge of children's attainment to plan and adapt activities so that children of differing abilities are appropriately challenged.
- Make more use of the daily routine and free play activities to ensure that older and more able children are helped to consolidate and extend their understanding of simple number operations and problem solving.

*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.*