



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 135312

DfES Number: 591007

INSPECTION DETAILS

Inspection Date 12/07/2004
Inspector Name Jennifer Liverpool

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name LEAPFROG
Setting Address Methodist Church in the Orchard
Old Park Ridings, Grange Park
London
N21 2EU

REGISTERED PROVIDER DETAILS

Name Mrs Lesley Vincent

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 nursery school opened in 1998. It is one of three nurseries owned and managed by the same provider. The nursery school operates from two rooms within a church. The property is situated in a mainly residential area, and is in walking distance to local transport facilities, schools and shops. There is a small front garden area for outside play. The nursery school serves the borough.

There are currently 22 children from 2 to 4 years on roll. This includes nine funded three-year-olds and 12 funded four-year-olds. Local authority funded children attend for 5 sessions and other children attend for a variety of sessions. The nursery school caters for children with special needs of whom some have diverse complex needs. It also supports a number of children with communication difficulties.

The nursery school opens five days a week during school term times. Sessions are from 09:15 am until 11:45 am, and 12:30 pm until 15:00 pm.

Six part/full time staff work with the children. All staff have early years qualification to NVQ level 2 or 3. In addition to the staff team the nursery school employs a speech and language therapist. The setting receives support from a mentor from the Early Years Development and Childcare Partnership (EYDCP), Early Years Social Inclusion Project (EYSIP) and the Pre-school Learning Alliance (PSLA).

How good is the Day Care?

Leapfrog nursery school provides good quality care for children. Staff have a good knowledge of the National Standards and interpret them well, and they are secure in their knowledge and understanding of the early learning goals. The nursery offers a welcoming, warm and friendly environment which helps children to settle, and gain confidence in their surroundings. Space is used to its full potential, and is organised to ensure children's personal and individual needs are met. The outdoor area in particular, is effectively used to provide children with learning opportunities when playing outside. Staff are able to identify areas of risks within the setting and there is satisfactory level of safety. Staff maintain and promote good hygiene procedures.

Staff have a good knowledge of children's individual needs, and they work closely with parents and carers, and outside agencies to promote children's welfare and development. They use their knowledge of the children to provide a range of activities that is purposeful for children's development and learning needs. Staff use various techniques to communicate with children who are experiencing language and communication difficulties. They use props and visual aids to attract children's attention, which has benefited them in developing their listening, communication and concentration skills. Resources are easily adaptable for children with special educational needs, and the grouping and level of support offered is matched to their differing needs. Staff encourage all children to participate in a range of activities and provide a good range of multi-cultural resources and equipment.

The nursery school has excellent relationships with parents and carers. Staff are supportive to them and they work together to meet the individual needs of children. Parents and carers actively contribute to their children's assessments, which has a positive effect on their children's development and learning.

What has improved since the last inspection?

At the last inspection, the nursery school agreed to devise, review and make special education needs, confidentiality, complaints and sick children policies available to parents and to keep fire exits clear from obstructions. All policies have been updated, and some are on display in the front hall. It is now common practice for staff to also inform parents and carers about some of the policies when they first visit the group. Most aspects of fire safety procedures are included in the nursery school's risk assessments, which is carried out on a regular basis.

What is being done well?

- The setting provides essential good quality childcare for the local community.
- The staff work closely with outside agencies in order to provide appropriate care for children, and meet their individual development and learning needs.
- Children are developing an awareness of the daily routine because of the well organised sessions, and use of visual aids which depict specific activities. This also enable children to develop a sense of belonging, and to feel secure.
- Staff get to know children well and meet their individual needs appropriately through the use of individual plans. The plans are used effectively to monitor children's attainment and to identify targets for their learning and development needs.
- Partnership with parents and carers is a key area of the setting's work and has a positive impact on children's progress in their development.

What needs to be improved?

- children's safety with regards to the storage of toxic items.

- the recording of fire drill practices.

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
6	make sure that toxic substances are inaccessible to the children
6	improve fire drill records to include specific start and stop times to verify the length of time taken to evacuate the premises

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

How effective is the nursery education?

Leapfrog nursery school provides a welcoming, supportive and friendly environment which helps children make very good progress according to their individual needs and abilities. Children are gaining confidence through staff praise and encouragement. They are learning to form relationships with their peers as they work and play alongside each other. Children who are experiencing communication and language difficulties are learning to communicate their ideas.

The quality of teaching is very good. Staff organise and provide a range of activities that is appropriate for children's different level of development, and ensure that their teaching methods includes the level of support given to match the developmental needs of all children. Staff know the children very well and they ensure that most aspects of each of the six areas of learning are covered during practical routines even though a few aspects are not always included in written plans. In response to the last inspection, the individual educational plans are measurable, achievable and clearly show children's progression.

The leadership and management of the nursery school is very good. The proprietor has been particularly effective in developing a committed staff team, and a good level of support is offered which is aimed at developing staff knowledge and skills. There is an effective system for reviewing children's individual educational plan, and daily activities though the system for reviewing written plans is not yet as rigorous. All staff are qualified and experienced in their work with the children.

The partnership with parents and carers is very good. Staff supportive approach has built excellent relationships with parents and carers. Effective strategies are in place to ensure parents and carers are fully informed about their children and the provision. Parents and carers attendance at formal meetings has a positive impact on their children's development and learning needs.

What is being done well?

- Children with special educational needs are encouraged to participate in all activities. Staff provide a wide range of activities that are appropriate for children's different level of abilities, and they offer learning opportunities which helps to develop children's personal, social, language and communication skills.
- Staff effectively communicate with children by using a variety of techniques and children respond through facial expressions, hand gestures and verbal language.
- Staff work in partnership with parents and carers and outside agencies to ensure children's individual needs are met.

- The outdoor area is used effectively to promote children's learning by providing a range of wider resources such as creative material and role-play equipment on a daily basis.
- Children have good opportunities to explore water, sand and other malleable materials and as a result of this they are able to use all their senses.

What needs to be improved?

- the written plans for the purpose of ensuring that children are given a range of opportunities across the breadth of the curriculum.
- the presentation of children's art work in the room.

What has improved since the last inspection?

Improvements since the last inspection has been very good. The group has worked on developing the individual educational plans, and the encouraged parents and carers involvement enabling them to contribute, and keep them informed of their children's progress.

Provision for outdoor play has been increased to include more wheeled toys. The outdoor area is now permanently secured and allows for daily use, with wider learning opportunities for children.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The calm, supportive and friendly atmosphere enable children to feel secure. Children enjoy attending the nursery and they settle well. They are learning to form relationships with their peers as they are encouraged to greet each other at the beginning of the session, and sing 'goodbye' song at the end of the session. Children respond to feelings of delight when listening to stories and singing songs. Good encouragement is given to enable children to make choices for themselves.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

There are good strategies in place for developing children's listening skills. Many opportunities are provided to enable children to develop language and sentence building, and children respond in gesture, verbal and use of signs. Children enjoy listening to stories, and some are beginning to recognise their first names. They are developing writing skills at their own level.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are learning to count up to five. They count in the course of routines and activities. Staff provide children with daily opportunities to sing number songs, which is used effectively to support children in their understanding of numbers. Children are developing an awareness of mathematical language through listening and responding to familiar stories, and singing repeated simple action and rhyme songs.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Good emphasis is placed on helping children to become aware of changes to the routine of the day, and visual aids and 'count down' songs are used effectively for this purpose. The garden is successfully used to give children first hand experiences of natural and living things, where children are able to smell and touch flowers and plants. Children have good opportunities to explore water, sand and other natural materials.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are learning to use paint brushes, scissors and to fit inset puzzle pieces. Planning show that children are given regular opportunities to handle a range of small outdoor equipment such as bean bags and balls. Children are developing an awareness of space around them as they walk up and down soft play equipment, march, and learn to hop during music and movement sessions. All children use wheeled toys with growing confidence.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Good range of opportunities are provided to enable children to explore all their senses. Children touch, feel and smell play dough, 'runny honey' and other malleable materials. Planning shows that children are given opportunities to smell scented water and create bubble water. They enjoy listening to music, and eagerly participate in action and rhyme songs. However, children's artwork is not regularly displayed to encourage them to appreciate their work and value others.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- continue to develop written plans by confirming that all of the six areas of learning are included to ensure that children are offered a range of learning opportunities across the breadth of the curriculum.
- display children's artwork as part of the room wall display in order that children learn to recognise and appreciate their work and those of others.

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.