



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY225569

DfES Number:

INSPECTION DETAILS

Inspection Date 22/05/2003
Inspector Name Wendy, Elizabeth Lightfoot

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Leapfrog Day Nursery (Chandlers Ford)
Setting Address Pilgrims Close
Knightwood Road
Chandlers Ford
Hampshire
SO53 3SU

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
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 opened in 2002. It operates in purpose built premises in Chandler's Ford. The nursery is divided into three units with access to an enclosed outdoor area at the side and rear. The nursery serves the local area.

The nursery is registered for 116 children aged from nought to eight years. There are currently 180 children from nought to under five years on roll. This includes 16 funded three year olds and 14 funded four year olds. Children attend for a variety of sessions. A small number of children currently have special needs and the nursery supports several children who speak English as an additional language.

The nursery opens five days a week all year round. Full days are from 8.00 to 18.00, sessions from 8.00 to 13.00 or 13.00 to 18.00. An additional hour is available at both the beginning and the end of the day at parents' request.

Five part-time staff and 28 full-time staff work with the children. 25 have early years qualifications and four staff are currently on training programmes. The setting receives support from the Early Years Development and Childcare Partnership. (EYDCP)

How good is the Day Care?

Leapfrog Day Nursery provides very good quality care for the children. Staff make good use of the environment, resources and activities to promote development for all children. All required documentation is in place.

Staff are very aware of health and safety issues and are proactive in reducing risks to the children.

The nursery provides a varied and stimulating selection of toys and planned activities to promote children's development in all areas. Staff are positive in their attitude towards the inclusion of all children and provide a variety of resources to promote Equal Opportunities. Staff promote positive behaviour in children, using

praise and encouragement.

The nursery maintains good communication with parents, ensuring their children's needs are fully met.

What has improved since the last inspection?

No actions given at the last inspection.

What is being done well?

- The manager is well qualified, her experience showing in her highly professional knowledge of all areas of nursery management. (Standard 1)
- The provider makes good use of staff, space and resources to meet children's needs.(Standard 2)
- Staff provide a stimulating range and balance of activities throughout the nursery to ensure children make progress in all areas of development. (Standard 3)
- Staff use the accomodation in a flexible way to meet children's needs and cater for their differing stages of development. (Standard 4)
- Staff are well aware of safety issues and take steps to minimise hazards. They have well thought out health and safety policies and keep thorough records. (Standard 6)
- Staff have set in place excellent procedures to safeguard children with food allergies and to take account of parents' preferences for their child. (Standard 8)
- Staff use a wide range a wide range of resources and planned activities to promote cultural diversity. Leapfrog's procedures for the support of children with special needs are clear and backed up by regular observations of all children.(Standard 9)
- Staff demonstrate positive behaviour management techniques, using distraction and praise to encourage good behaviour. (Standard 11)
- Staff ensure that good channels of communication keeps parents and staff informed of children's well-being and progress. (Standard 12)
- All policies and procedures are clear concise and informative. St 14.

What needs to be improved?

- The understanding of the Special Educational Needs Coordinator in relation to the Code of Practice for Special Needs.

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
10	The Special Educational Needs Coordinator to attend training in Special Needs and cascade this to the nursery staff.

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

How effective is the nursery education?

The provision offered by Leapfrog Day Nursery is acceptable and of high quality. Children are making very good progress towards the early learning goals. Personal, social and emotional development is very good with children learning to be independent, relating well to adults and other children and becoming sensitive to the views and beliefs of others. Development in language and mathematics is also very good. Knowledge and understanding of the world is generally good but children have limited opportunities to experiment and make their own discoveries. Children's progress in creative and physical development is very good.

The quality of teaching is very good. Staff have a good understanding of the capabilities and needs of individual children and use their sound knowledge of the early learning goals to plan imaginative activities that ensure progression. Written plans, however, do not always make clear the intended outcome of activities. Staff provide a comfortable and stimulating environment with easily accessible resources and use good questioning skills to promote learning. They manage behaviour calmly and consistently so that children are confident and generally well behaved.

A strong management structure ensures that staff have a clear understanding of their responsibilities and work well together. Staff are enabled to access training to develop their skills, and their opinions and ideas are included in ongoing evaluation and development of the nursery.

There is very good communication between staff and parents. Parents receive all the information they need about the nursery and are able to participate in assessment of their children's progress. They are confident in approaching staff to share information or concerns and are satisfied that children's specific needs are accommodated. Staff involve parents in their children's learning, using the expertise of parents in the nursery and guiding them in continuing their children's learning at home.

What is being done well?

- Children's personal, social and emotional development is very good. Children are encouraged to be independent. They are confident, listen and concentrate and are generally well behaved.
- Staff have an excellent understanding of the early learning goals and provide exciting activities that stimulate learning in all six areas.
- The quality of teaching is very good, with staff continually encouraging conversation and taking every opportunity to introduce new vocabulary and to use number in daily routines.
- The nursery provides a bright, stimulating environment with a wide range of good quality resources, easily accessible to children.

- Staff work closely in partnership with parents, involving them in their children's learning, sharing information and building strong working relationships.

What needs to be improved?

- the system of curriculum planning, to ensure that written plans make clear the intended outcome of activities;
- provision for children to experiment, make discoveries and find out how things work.

What has improved since the last inspection?

This is the first inspection of funded nursery education.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's personal, social and emotional development is very good. Daily routines encourage personal independence. Children learn to take turns and to share, to listen and to concentrate. They talk confidently and relate well to adults and to other children. Staff manage behaviour calmly and consistently, so that children are generally well behaved and understand what is expected of them.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's progress in communication, language and literacy is very good. They learn to write their names and some write other words. They use writing in imaginative role play situations and learn to link sounds and letters. Children use books for reference and enjoy listening to stories. They join in rhymes and songs with enthusiasm. Staff are constantly promoting discussion and children speak confidently and listen to each other. They are encouraged to use language to express their feelings.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Progress in mathematical development is very good. Many children count beyond 10 as staff use opportunities arising throughout activities and routines to promote learning. They learn to sort, match and sequence with a range of good resources and learn to use the language of shape, size and position in daily activities. Older children learn to write numerals and to record simple calculations.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children's knowledge and understanding of the world is generally good. They talk about themselves and their families and learn about the cultures and beliefs of others. They learn about their environment, exploring the grounds and watching things grow, and record their findings with a range of art work. However they have limited opportunities to experiment. Children learn to build and construct with a variety of tools and materials and use information technology to support their learning.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children's progress in physical development is very good. They develop awareness of space and others and learn to move with control and confidence using a wide range of equipment and activities indoors and out. They develop manipulative skills with a variety of tools and materials.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Progress in the area of creative development is very good. Children learn about colour, shape and form using a variety of techniques and media. They explore sound using musical instruments, singing and moving to music. Staff initiate interesting role play situations which stimulate children's imagination and enable them to re-enact their experiences. Exciting displays throughout the nursery promote children's pride in their work.

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;
- amend written plans to ensure that intended outcomes are clear;
- provide more resources to enable children to experiment, observe and make discoveries.

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.