



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 105876

DfES Number: 516754

INSPECTION DETAILS

Inspection Date 25/09/2003
Inspector Name Linda Dawe

SETTING DETAILS

Day Care Type Out of School Day Care, Full Day Care
Setting Name Leapfrogs Day Nursery
Setting Address Old Haywards Courtyard
East Street
Credton
Devon
EX17 3AU

REGISTERED PROVIDER DETAILS

Name Leapfrogs Day Nursery Trust

ORGANISATION DETAILS

Name Leapfrogs Day Nursery Trust
Address Old Haywards Courtyard
East Street
Credton
Devon
EX17 3AU

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

Leapfrogs Nursery and Geckos Out of School Club are run by The Leapfrogs Day Nursery Trust. The two facilities run in three rooms in a building adjacent to the local primary school and have strong links with the school and Jolly Tots Pre-school together calling themselves The Childhood Partnership.

Leapfrogs Day Nursery Trust is registered to care for no more than 40 children under eight years; of these, not more than 32 may be under five years, and of these, not more than 12 may be under three years and none may be under two years at any one time. The facility is open from 08:00 to 18:00 five days a week 50 weeks of the year with a two week closure at Christmas.

Geckos cares for children aged five to eleven and is open before and after school from 08:00 to 08:50 and 3:30 to 18:00 term times only.

Leapfrogs is open from 08:00 to 18:00 with two daily funded sessions for three and four-year-olds incorporated in these times during term times. Four-year-olds meet daily during school term times with four-year-olds from Jolly Tots Pre-school. Every Wednesday afternoon the trust runs a parent/carer toddler group for up to 16 children under the age of three to introduce them to Leapfrogs.

There are currently 122 children on roll. This includes 29 funded three-year-olds and 15 funded four-year-olds. The setting also supports children with special educational needs. There are no children with English as an additional language currently attending.

Sixteen staff are currently employed including five supply staff of whom eight are qualified to level three or equivalent with two staff in training. Leapfrogs receives support from the Devon Early Years Development and Childcare Partnership.

How good is the Day Care?

Leapfrogs Day Nursery Trust is providing satisfactory care for children.

Staff work well as a team and are offered ample opportunities for training to enhance their practice. Appropriate policies and procedures are in place to underpin the day-to-day running of the provision. Both Leapfrogs and Geckos have a good range of equipment. However, the day-to-day grouping of children needs to be better organised to ensure all individual needs are fully met.

Safety and care of children is adequate overall. Children with special needs are well supported with staff proactive in ensuring they have appropriate training and knowledge in this area. General safety within the building is good although further risk assessments on the outdoor area are needed.

Children arrive happy and confident and separate from their parents well. They are familiar with routines and quickly settled in both groups. Positive relationships are apparent between staff and children and children and children resulting in children behaving well. There is a broad range of activities offered and children are particularly adept at using technology.

Partnerships with parents are generally good. Parents are well informed as a result of being given detailed information about their children's achievements and development. The open door policy results in parents feeling welcome and able to talk to staff at any time.

What has improved since the last inspection?

Although there were no actions following the last inspection Leapfrogs have revised all their policies and procedures.

What is being done well?

- Staff interact well with children particularly at snack time when children are encouraged to form positive relationships with each other which builds their confidence within the groups.
- There is a wide range of equipment offered to children daily, particularly technological equipment such as computers and programmable toys such as play stations resulting in all children being confident in their use.
- Ample opportunities for staff training ensures that working practice is regularly reviewed.
- There are sound procedures in place to ensure that children with special needs are well supported and their individual needs met.

What needs to be improved?

- risk assessment procedures regarding outdoor areas and accessibility to the building;
- procedures to be followed in the event of allegation of abuse being made against member of staff or student;

- the grouping of children to ensure individual needs are being fully met.

Outcome of the inspection

Satisfactory

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
2	ensure children are grouped appropriately to reflect their individual needs
6	conduct a risk assessment on the premises identifying action(s) to be taken to minimize identified risks within the outdoor area and with regards to persons entering the building
13	develop the child protection policy to include written procedures to be followed in the event of an allegation of abuse being made against a member of staff or student.

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

How effective is the nursery education?

Leapfrogs Day Nursery offers generally good quality nursery education where children are secure, confident and enjoy learning through a range of interesting activities. Children make generally good progress towards the early learning goals in all areas of learning. They make very good progress in personal, social and emotional development and knowledge and understanding of the world.

Teaching is generally good overall. The key strengths in knowledge and understanding of the world and creative development are due to the skilful interactions of the staff and the way in which they encourage children to explore technology, the world about them and also to enjoy textures and sounds. Children's behaviour is good and managed sensitively and well.

Staff's sound knowledge of the foundation stage enables them to plan an interesting and appropriate range of practical activities although they miss some opportunities to extend children's mathematical understanding. The children enjoy exploring the sounds that letters make but role-play is not fully exploited to support children's language development and extend their mark making skills. There are children attending who have special educational needs and there is an effective system in place to provide good support.

The assessment of children's learning is an area for improvement as ongoing observations are not used effectively to inform day to day planning for children's progression, for example to indicate how they will be grouped, challenged or supported or to ensure they access resources to develop their skills often enough.

Leadership and management are generally good with staff receiving appropriate support for their professional development. The group reflects on its practice and effectively identifies areas for improvement.

Partnership with parents is very good. A warm welcome is extended and parents are able to become involved with their children's learning

What is being done well?

- Children are confident, secure in their environment and co-operate well, behaviour is good and is well managed.
- Good use is made of appropriate technology and the local environment to support children's learning.
- Children's are encouraged to explore texture and to enjoy music as part of their creative development.
- Consistent emphasis is given to the sounds that letters make.

- There is a very good partnership with parents.

What needs to be improved?

- support for children's mathematical understanding;
- opportunities for children to enjoy supported role play and to make marks and write for a purpose, for example in their free play;
- the use of observations to inform planning in order that children get sufficient opportunities to develop skills according to their stages of development.

What has improved since the last inspection?

The group have made generally good progress since the last inspection. All issues arising have been fully addressed. Children are generally making good progress as a result although using the assessment system to inform planning remains an area for improvement.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident, secure in their environment and co-operate well. They concentrate at their chosen tasks for substantial amounts of time and can work well independently as well as with their playmates. Behaviour is good and is well managed. Children are polite and show sensitivity to each other. Their skills of personal independence are developing well. They competently attend to their own hygiene needs and all help to wash up after snack time.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident communicators and are keen to share news with others although role-play does not extend children's imagination and language or provide them with opportunities to make marks for a purpose. Consistent emphasis is given to the sounds that letters make and children are able to, very confidently, explore rhythm, sound out all letters in their names and are able to think of other words that begin with the same letter. Books and stories are frequently enjoyed.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Staff make very good use of planned activities such as snack time to extend the children's mathematical understanding. They describe shapes, count, predict and recreate patterns and compare. These are very effective sessions. Children are also enabled to solve simple problems such as sharing fruit. The group has good resources to support maths, however, during the periods of free play there is insufficient staff support to extend children's learning in this area.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Good use is made of appropriate technology and children are confident and skilled in its use. The local environment is well used to support children's learning and they are encouraged to remember features of recent walks and trips. Children are encouraged to look closely and explore similarities and differences, for example carefully examining different fruits. A range of festivals are explored to help develop children's awareness of cultural diversity.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move confidently and use pedal and wheeled toys with skill. They play with a purpose with hoops, balls and wheeled toys and are also able to use suitably challenging climbing and balancing apparatus in the school hall. Children effectively develop their balancing skills. They develop their small muscles by using dough and exploring construction games but grouping means there are infrequent planned opportunities for them to develop their use of scissors.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children are encouraged to explore texture and to enjoy music as part of their creative development. They are enabled to enjoy the process of being creative and to use their senses, appreciating the feel of paint, the colours they can see in the materials they are using, and to carefully think about and describe sound. There is a good range of dressing up clothes and a well resourced role-play area, but children's enjoyment of role-play is given insufficient support.

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

- ensure that children are consistently enabled, through everyday situations and during periods of free play, to consolidate their learning, particularly in the areas of mathematics and language and literacy;
- develop the assessment system to ensure that observations are used to inform planning for children's individual progression and grouping.

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.