



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 135314

DfES Number: 532541

INSPECTION DETAILS

Inspection Date	13/09/2004
Inspector Name	Jennifer Liverpool

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Leapfog Nursery School - Church Hill
Setting Address	St. Pauls Hall, Church Hill Winchmore Hill London N21 1JA

REGISTERED PROVIDER DETAILS

Name	Mrs Lesley Vincent
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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. It operates from two halls within the premises of a local church. There is a fully enclosed garden used for outdoor play at the back of the church, and there is also a small outdoor area at the front of the building which is temporarily fenced when in use. The property is situated in a mainly residential area and is in close proximity to local transport facilities, schools and shops. The nursery school serves the borough.

There are currently 60 children from 2 to 3 years on roll. This includes 40 funded three-year-olds. At present there are no funded four-year-olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs. All children speak English as their first language.

The nursery school opens five days a week during school term times. Sessions in the large hall are from 09:15 am until 12:00 pm, and sessions in the small hall are from 09:30 am until 12:15 pm

Eleven part/full time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. Two staff are currently working towards achieving a level 3 in childcare and education. The setting receives support from mentors from the Early Years Development and Childcare and partnership (EYDCP), and Pre-school Learning Alliance (PSLA).

How good is the Day Care?

Leapfrog nursery school provides good quality care for children. Staff have a good understanding of the National Standards and interprets them well in their policies and practices. The physical environment is clean, tidy and appliances are serviced regularly and well maintained. Staff have fully utilized the space to ensure that children work and play in comfort. They have created a safe environment indoors and outdoors that allows children to explore with minimal risks to their safety, and health. Children are received into a warm and welcoming atmosphere and a regular

routine help children to feel secure. Staff are supportive to parents and carers and work effectively with them to help settle children in. Staff promote good hygiene procedures, which is evident in their day to day practices, and children fully understand the purpose for washing their hands and they do so routinely.

Staff have good knowledge of children's individual needs and ensure that they are happy and well cared for by valuing and respecting their abilities and differences. Younger children are given a range of opportunities to help develop their social skills, and a variety of painting activities on offer enable them to learn different painting techniques. Older children are forming firm friendships with their peers, they cooperate and play well together in adult directed activities and in those they initiate themselves. Resources are plentiful and used effectively to maintain children's interests and build on their learning. The nursery school promotes equal opportunities in their practices, policies and in resources, and they are committed to the inclusion of all children of various abilities.

The nursery school works effectively with parents and carers through regular communication, shared skills and welcoming approach. All required paperwork are up to date, and most policies other than that for lost children, for the nursery school are readily accessible to parents and carers.

What has improved since the last inspection?

N/A

What is being done well?

- Children have access to a range of resources and activities, and their individual needs are valued and respected.
- Staff have a good understanding of equal opportunities and a strong commitment to the inclusion of children with special needs. They are committed to ensuring that children use resources that reflect diversity and positive images.
- Children are able to express their imagination, creativity and develop their social skills in their work and play.
- Staff offer children a wide range of opportunities and learning experiences throughout the session, and sensitively support children to understand health and safety issues in practical routines.
- Staff work effectively with parents and carers to support and meet the needs of individual children, and actively encourage their involvement with their children's learning.

What needs to be improved?

- the procedures to be followed in the event of a child being lost.
- the displaying of the fire action notice in the large hall.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
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<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>

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	prominently display the fire action notice in the large hall
6	devise written procedures to be followed in the event that children get lost when taken out on trips

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

How effective is the nursery education?

Leapfrog nursery school provides a warm and welcoming environment, which helps children to make very good progress along the stepping stones towards the early learning goals. The curriculum programme planned for the children is good, varied, interesting and provides a range of learning opportunities for the children. Children are well motivated to learn. They participate in a range of activities that includes adult directed activities and those they initiate themselves. Children show good concentration skills, confidence and independence in their work and play. Their behaviour is good and they relate well to staff. Firm relationships are developing between children.

The quality of teaching is very good. Greater emphasis is placed on promoting personal, social and emotional, communication, language and literacy and mathematical development. Investigative work presented by staff enhances children's learning of their understanding of the world. The outdoor area is used effectively to promote children's physical development and children's creative skills are encouraged through suitable activities and a range of media. Staff support all children and those with special educational needs are encouraged to participate in all activities. Written assessments are continuous and used to inform planning. The planning of the curriculum promotes all of the six areas and is currently being further developed to include activities that relate to children's own interests.

The leadership and management is very good. Staff are committed to improving the provision for nursery education and they work well together to form an effective team. Good support systems are in place to encourage staff development, training and review practices and procedures.

Partnership with parents and carers is very good. Staff are welcoming to parents and carers. They communicate well with parents, and encourage them to contribute to their children's progress reports and learning.

What is being done well?

- Staff warmth and friendliness creates an environment which values children's contribution and builds on their confidence and self esteem in activities and daily routines.
- Children have a positive and enthusiastic approach to learning and are eager to be involved in a range of activities.
- Staff work well with parents to involve them in their children's learning and in the nursery school.
- Children behave well, are independent and cooperative. They are forming good relationship with staff and firm friendship with their peers.

- Staff successfully promote children's good behaviour through effective strategies, their consistent approach and praise.

What needs to be improved?

- the opportunities for children to use musical instruments.

What has improved since the last inspection?

Improvements since the last inspection has been very good. The nursery school has worked on developing the assessment system to ensure that children are assessed against the six areas of learning, improved on the ways of sharing children progress with parents and carers. Staff encourage parents to contribute and add their comments to reports, and effective communication procedures ensures parents are regularly kept up to date about their children's attainment. The special educational needs policy has been reviewed, is in line with current legislation and is understood by all staff.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children have a positive approach to learning and are eager to be involved in a range of activities. Good experiences are provided to develop children's independence skills, they concentrate and persevere well with their self chosen tasks and they show confidence in their work and play. Staff successfully promote good behaviour through effective strategies and children are responsive.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children are able to listen attentively to stories, instructions from staff and when other children are talking. They are eager to share their own news with the group and demonstrate good vocabulary. Labelling around the room help children to develop pre-reading skills, and picture exchange cards are used effectively to enable all children to learn communication skills. Imaginative play experiences are used well to support children in understanding that writing conveys meaning.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Regular opportunities and suitable activities are provided to enable children to learn about and use language to describe positions, size and quantity. Children enjoy counting objects in planned and practical activities and some can accurately count up to 15. Most children know and can recognise numbers 1 to 10. A variety of activities such as threading beads are used to develop children's awareness of patterns, and counting songs introduce them to simple addition and subtraction.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Staff present a variety of investigative activities that help children to understand about why and how things work. Children learn about the different jobs people do in the community through planned topics, and parents and visitors sharing their skills. There are good opportunities for children to make and learn about construction, and they build 3-dimensional models from recycled products. The computer is accessible daily and children are developing good mouse skills.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children pedal tricycles and child-size cars with confidence, and they demonstrate a good awareness of space as they manoeuvre around each other and obstacles. The climbing frame and slide is available daily and children climb safely and competently. Staff provide obstacle course, balls and balancing beams during structured sessions and allow time for children to develop their own skills. A good range of small and challenging equipment enable children to develop their manipulative skills.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children use a variety of role-play equipment and situations to develop their imagination. They act out real life experiences with their peers in the home area, and with small world play equipment. Children know a variety of songs and enjoy singing though the use of musical instruments are not regularly seen in plans. Suitable activities are planned that encourages children to respond to what they see, hear, taste and touch. Children are developing a range of painting techniques.	
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:
- provide more regular opportunities for children to use and explore the sounds of musical instruments, in planned activities and in practical routines.

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.