



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY224890

DfES Number: 549067

INSPECTION DETAILS

Inspection Date 11/11/2003
Inspector Name Helen Penticost

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Leapfrog Day Nursery (Crawley)
Setting Address Denvale Trading Park
Haslett Avenue
Crawley
West Sussex
RH10 1SS

REGISTERED PROVIDER DETAILS

Name Leapfrog Day Nurseries (Trading)Ltd 3229362

ORGANISATION DETAILS

Name Leapfrog Day Nurseries (Trading)Ltd
Address Central Office Second Avenue
Centrum One Hundred
Burton-on-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 was registered as a full day care facility in 2001 which provides care for 132 children aged from birth to under eight years.

The facility operates from a purpose built building situated in the centre of Crawley. The building comprises of several age specific rooms with designated toilet areas, a large indoor/outdoor play area, a sensory room, kitchen and laundry facilities and an office and reception area.

The Nursery operates for five days per week from 07:00 until 19:00 and is open throughout the year. There are currently 166 children on the register, of whom funding is received for 29 children aged three years and 14 children aged four years. There is one child attending who has special needs and two with English as a second language.

There are currently 28 staff employed within the setting with a majority having gained relevant childcare qualifications and experience. All staff regularly attend First Aid and Child Protection training.

How good is the Day Care?

Leapfrog Day Nursery provides good quality care for children. Most Nursery staff are qualified or are undertaking training courses. The Nursery provides a warm, welcoming and friendly environment, making the children feel confident and secure. There are good daily routines in place. This is supported by ample toys, equipment and resources which are easily accessible to children. Extensive policies and procedures are in place which are clearly understood and implemented by the staffing team.

Good hygiene regimes are in place to ensure that children's health and well being are promoted. An awareness of safety is acknowledged by staff although certain safety precautions could be strengthened. A healthy balanced diet is provided which is prepared at the Nursery. The Nursery promote inclusion for all children and

actively support those with special needs and English as an additional language effectively. The staff have a good understanding of Child Protection procedures although Local Area Child Protection Committee procedures need to be made available to parents.

The staff provide a programme of well planned activities for all age groups and abilities. Staff readily give praise and encouragement to the children however explanations for unwanted behaviour are rarely given.

Staff ensure that parents are fully informed of their child's day through daily report sheets and a verbal exchange. The parents are made aware of their child's development and progress with assessment records being shared at individual consultations.

What has improved since the last inspection?

not applicable.

What is being done well?

- Good daily routines are in place, which offer a varied programme of stimulating and interesting activities to ensure that children's individual needs are met and that all areas of development are built upon.
- The Nursery and staff provide a warm, welcoming and friendly environment with children's art work being clearly presented throughout.
- Staff observe and record children's progress effectively and record this in their individual development which is shared with parents through informal feedback and individual consultations.
- The Nursery have extensive policies and procedures which guide the staff in their daily practices ensuring the well being and development of all children.
- A partnership approach is adopted to ensure that children are cared for according to parents wishes, which provides a consistent approach to the care of the children.

What needs to be improved?

- the explanations given to children as to why their behaviour is inappropriate;
- the availability to parents of the local Child Protection letter;
- the availability of child restraints when using high or low chairs.

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	Ensure the availability of child restraints when using high or low chairs.
11	Ensure that explanations are given to children as to why their behaviour is inappropriate.
13	Ensure that the Local Area Child Protection Committee letter is available to parents.

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

How effective is the nursery education?

Leapfrog Day Nursery offers good quality provision which helps children make generally good progress towards the early learning goals. The Nursery provides a warm, welcoming and caring environment.

Teaching is generally good. Staff make regular assessments which are clear and informative, that identify children's progress and ensure access across the curriculum. This is particularly evident in the areas of special needs and children with English as an additional language. Staff have a good understanding of the Foundation Stage and use this to plan activities acknowledging the differing levels of abilities. Staff ensure that children have opportunities to be engaged in activities that are planned and also encouraging children to initiate their own ideas. Staff form very good relationships with the children and have a high expectation of behaviour although children are rarely given explanation as to why some behaviour is inappropriate.

Leadership and management is generally good. The staff team work closely together; responsibility for planning, teaching, observing and assessing is shared and overseen by the unit co-ordinator. The Nursery management share a common determination and provide a clear vision. This is backed up by effective procedures for staff induction and supported by in-house and external training.

The partnership with parents is very good. Parents are very well informed of their child's progress through informal feedback and individuals consultations. Staff encourage parents to be involved in their child's learning. Parents receive regular information regarding planned activities through monthly newsletters, notice boards, displays of children's art work and daily report sheets.

What is being done well?

- Effective teaching methods, encourage children to develop high levels of self esteem, independence and confidence.
- Staff provide good support to children who have Special Educational needs and English as an additional language, enabling children to participate in all activities at their own level and to make very good progress.
- The effectiveness of the systems for observing and assessing children's learning.
- The Nursery offers a warm, welcoming caring environment.

What needs to be improved?

- the explanations given to children as to why some of their behaviour is

inappropriate;

- the planning of physical activities in relation to ball games and the opportunities for calculating and emergent writing;
- the development of children's use Technological equipment.

What has improved since the last inspection?

Not Applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's progress in this area is very good. Children show curiosity and are happy, enthusiastic learners. Children show an understanding of their own culture and explore similarities and differences in those of others. Children are forming good friendships with other children and adults. Most children persist for long periods of time at their chosen activity.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children's progress in this area is generally good. Children talk confidently to people they do not know in a secure environment. Children are given opportunities to participate as individuals and as part of a group. Children are beginning to have opportunities for emergent writing. Children enjoy looking at books and participating in story times.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children's progress in this area is generally good. Children have some understanding of number and some are able to count reliably. Staff provide insufficient opportunities for children to explore simple calculation. Children recognise numbers and shapes and are beginning to use some simple mathematical language.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are making generally good progress in this area. They enjoy looking after living things and are developing a keen interest in the environment around them. Children have the opportunity to explore and record their findings. A wide selection of resources in every day use, help children to learn about diversity. Children use the computer and are learning basic skills, however opportunities to explore information and communication technology could be improved.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children's progress in this area is generally good. Children move around with confidence, showing a good awareness of space and others. Planning does not show how children develop basic ball skills. Children are learning to handle simple tools such as pencils and scissors with increasing control. They are developing fine motor skills through a wide range of play experiences such as 'small world' and construction toys. Children learn about health and hygiene in everyday and planned topic work.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children's progress in this area is very good. Children use their imagination in role play and staff support children's ideas enabling them to act out a variety of scenarios. There are regular opportunities to be involved in craft activities. Children enjoy singing and reciting simple songs and rhymes.

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

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- ensure that staff give explanations to children as to why some of their behaviour is inappropriate;
- ensure the planning of physical activities in relation to ball games and the opportunities for calculating and emergent writing;
- develop the opportunities for children to use a variety of Information and Communication Technology resources.

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.