



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY274463

DfES Number: 515151

INSPECTION DETAILS

Inspection Date 03/03/2005
Inspector Name Lilyanne Taylor

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Leapfrog Nursery School
Setting Address 13 Yarborough Road
Southsea
Hampshire
PO5 3DZ

REGISTERED PROVIDER DETAILS

Name Leapfrog Day Nursery

ORGANISATION DETAILS

Name Leapfrog Day Nursery
Address 13 Yarborough Road
Southsea
Hampshire
PO5 3DZ

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public 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 has been established since 1996 and has recently moved to new premises in a large Victorian house in Southsea, Portsmouth. They have access to a fully enclosed outdoor play area.

At the time of inspection the nursery has 93 children on roll of these 38 are in receipt of government funding for nursery education. The setting is able to support children with special needs and those who speak English as an additional language.

The nursery opens five days a week all year round. Monday to Friday from 07:30 to 18:00. Children are able to attend for a variety of sessions within these times.

Currently the manager employs 14 staff of these 13 work directly with the children. 2 members of staff regularly work with the children in receipt of government funding for nursery education. Most staff have early years qualifications to NVQ level 2 or 3. The setting receive support visits from personnel within the Early Years Development and Childcare Partnership (EYDCP) and the Pre-school Learning Alliance Development worker. In 2004 the nursery was awarded High/ Scope accreditation.

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

How effective is the nursery education?

The provision for nursery education at Leapfrog Nursery is acceptable and is of high quality. Children are making very good progress towards the early learning goals in all areas.

The quality of teaching is very good. Staff have a very sound knowledge and understanding of the stepping stones of the Foundation Stage. The methods of teaching used follow the High/Scope approach. Staff encourage children to be actively involved in their own learning and to explore and think about their experiences. They interact with the children in a positive way focussing on their strengths and supporting their play. Staff make daily anecdotal notes of children to identify their interests and achievements. This information is used to plan for the children's next steps in learning. Plans of activities and children's progress records clearly identify the High/Scope key experiences and the stepping stones of the Foundation Stage children are working towards achieving or have achieved. Staff's management of children's behaviour is very good they use a problem solving approach to conflict.

The leadership and management of the nursery is very good. The proprietor, who is also the manager of the nursery is very experienced and knowledgeable. She is very supportive of staff and values the work they do. Staff are enthusiastic, conscientious and work very well as a team. Very good systems are in place for monitoring and evaluating the quality of the nursery education provided.

The partnership with parents is very good. Parents are given a prospectus on entry to the provision and a newsletter each term. These provide information of the High/Scope approach to pre-school education and how parent's can be involved in their children's learning. They do not contain information of the Foundation Stage. Parents are welcomed into the provision. They are able to view their child's progress folders at anytime and discuss their child's progress informally and formally with staff.

What is being done well?

- The methods of teaching staff use to help children make progress in all areas of their learning is very good. Staff effectively use the High/ Scope 'Plan-Do-Review' cycle of learning which encourages all children to be actively involved in their own learning. Children plan who and what they will work with, implement these plans and then recall and reflect on their experiences. They are able to make their own choices, select their own materials and activities which motivates them to learn and sustains their interests.
- Staff's management of children's behaviour is very good. Children are encouraged to consider the consequences of their words and actions for

themselves and others. Staff ask children what has happened and then give them time to respond on how they feel they can put their actions right, which encourages all children to understand what is right, what is wrong and the reasons why.

- The leadership and management of the provision is very good. The manager has a clear vision of the standard of education children should receive and has high expectations of all staff. Regular meetings are held, staff appraisals are carried out and staff discuss and evaluate daily small group activities and the sessions. All of this has a positive impact on the progress children are making and ensures the provision for nursery education and the quality of teaching remains effective and meets and supports the individual learning and development needs of all children.
- Parents are encouraged to be involved in their children's learning. They are invited into the nursery to share their skills and professions with the children or to experience a session. Parents are able to observe what their children do whilst they are in nursery to gain an insight of how the experiences their children have helps them to develop their knowledge, understanding and learning in all areas.

What needs to be improved?

- The information given to parents about the Foundation Stage

What has improved since the last inspection?

The nursery has made very good progress in addressing the following two key issues which were raised at their last inspection. This has had a positive impact on the progress children are making in their literacy and mathematical development. The nursery were asked to develop children's writing skills through more activities which encourage writing for a purpose and to provide more opportunities for children to develop their number recognition as part of everyday routines and activities.

Children have more opportunities to develop their writing skills. They are encouraged to use writing for a purpose in many ways for example in their role- play they have access to pads to take messages and diaries to make appointments. Children are encouraged to write on their work and some are able to write their own names on their registration cards.

Planning documentation reflects children are provided with a range of activities to support their development of number recognition for example they play games whereby they have to match numbers to objects. Staff encourage children to state the numbers they see written and displayed around the environment and during outdoor play children write numbers using a paint brush and water on the decking area, they then tell the staff the numbers they have written.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are becoming increasingly independent. They display high levels of involvement at activities of their choosing. Children are able to select their own resources, make their own choices of activities they wish to do. They are making friendships with other children and relate well to staff. Children enjoy having responsibilities. They help to pack away the toys and tidy the provision. Children are taught to have an awareness and understanding of the behavioural expectations of the setting.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are becoming confident communicators. They excitedly talk about their activities and reflect on what they have been doing. Children enjoy looking at books and having stories read. They are beginning to gain a recognition of written words, all resources and photographs are clearly labelled. Children are taught the sounds of the initial letters of their name. They develop their pre- writing skills through a range of activities. Some children are able to write their own name.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count how many are present to see how many cups or plates are needed for snacks. They are beginning to correctly identify written numerals. Children are beginning to recognise shapes such as a square, circle and hexagon. They count and compare the number of sides shapes have to see whether they are the same, more or less. Children match objects which go together such as socks to feet and pencils to sharpeners. They are beginning to use positional language such as up, down and half way.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children observe what happens to water when it is placed in a freezer and the changes which occur when it is removed. Children grow their own plants from seeds and are taught how to care for them. They talk about past and present during their review time of activities they have been doing and by comparing yesterday to today. Children learn about features of their local environment and the jobs of others through visitors invited into the provision and their outings to places of interest.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children are able to develop their fine and large motor skills through a range of indoor and outdoor activities. They are able to move freely with pleasure and confidence both indoors and out. Children move in a range of ways such as rolling, crawling, walking, running, jumping and sliding. They are able to negotiate space successfully and show respect for other children's personal space. Children are beginning to show increasing control in their use of one-handed tools and equipment.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children are beginning to recognise colours. They explore colour and texture using a range of resources. Children have opportunities to listen to music and enjoy joining in with singing and musical movement activities. They use their imagination well to create their own role play situations and engage in imaginative play based on their own first-hand experiences. Children are able to express their ideas through art and craft work. They are able to complete their work to their own specification.

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 the following;
- Include in the prospectus and newsletters given to parents information about the Foundation Stage, so parents are able to have an awareness and understanding of the progress their child is making through the stepping stones towards the early learning goals, when they view their assessment records.

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.