



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 136018

DfES Number: 536124

INSPECTION DETAILS

Inspection Date 06/10/2004
Inspector Name Yvonne Campbell

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Leapfrog Day Nursery (Emersons Green)
Setting Address St Lukes Close
Emersons Green
South Glos
BS16 7AL

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
STAFFS
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 April 2000. It operates from a purpose built nursery building in the middle of a large housing and community development in Emersons Green. It has easy road links to the ring road leading to the M32 motorway. The nursery serves a wide catchment area.

There are currently 154 children from three months to three years on roll. This includes 29 funded-three-year-olds. Children attend for a variety of sessions. There are no children who have special needs or who speak English as an additional language at the present time.

The nursery opens five days a week all year round, including public holidays. Opening times are from 07:00 to 19:00 hours. 35 full time staff work with the children. Four are National Nursery Examination Board qualified, four have the BTec Diploma in Childcare, two staff have a National Vocational Qualification level three, and five staff have level two. Other staff are nursery assistants who are working towards the level three qualification. The nursery also employs two part time cooks, an administrator and a cleaner.

The group receives teacher support from South Gloucestershire Early Years and Childcare Development Partnership.

How good is the Day Care?

Leapfrog Day Nursery provides satisfactory quality care for children.

The manager has the relevant qualifications, and she has put several improvements in place recently. Space is used well. There are separate base rooms for babies, toddler and pre-school children. In the pre-school and toddler rooms children have freedom of movement as they change activities. The sleeping area for babies is also used for other procedures and it is not quiet enough for sleeping.

The environment is welcoming to parents and children. The entrance is bright and

light. Staff give them an enthusiastic welcome. Children settle quickly and are happy as they play. A good range of play materials is available in the pre-school rooms. Resources in other rooms are not up to a similar standard. Some items such as books are worn and are not inviting to children. There is no domestic style furniture to assist babies with their mobility. However, staff in the toddler area have made good progress in implementing the Birth to Three Matters guidance. They creatively use natural materials such as fruit, flour and treacle during activities. Nursery records are very good. They are well kept and easy to access.

Health and safety are given high priority. The designated member of staff takes active measures to ensure that others are aware of their responsibility for keeping the environment safe. The surface of the outside play area is not safe for babies. It does not have any safety properties if children fall. Good health and hygiene are effectively promoted. Staff comply with hygiene practices and they encourage children to wash their hands. Meals are healthy and nutritious. They are prepared daily using fresh ingredients.

Children behave well. Staff work closely with parents and provide them with regular information about care.

What has improved since the last inspection?

Since the last inspection the systems that show if staff are vetted have improved. The manager has this information in the staff documents sent from head office. She is able to offer close supervision to staff awaiting clearance of checks. The baby rooms have now been rearranged to ensure that children are cared for in groups of no more than 12 and staffing levels are maintained according to requirements. This gives children sufficient direct contact with their main carers. Activities are planned to include babies. This makes stimulating and purposeful activities available to the youngest children.

Some additional equipment has been provided in the nursery. In the baby room staff have a choice of several types of chairs. Children are comfortable and supported as they develop physically. The procedure for cleaning the nursery has been extended to include the care staff's involvement. They make regular checks of all the areas used by children and ensure that they stay clean. Additional training has been provided to make sure that all staff are familiar with the nappy changing routine and the risk of contamination is reduced. The arrangements for medication and recording of significant incidents have been modified to meet requirements. The nursery now has clear procedures for obtaining parental permission and recording the relevant details for sharing with parents.

What is being done well?

- Health and safety arrangements are well thought through. Staff are fully aware of their individual responsibilities.
- Health and hygiene are actively promoted reducing the risk of the spread of infection in the nursery.

- Meals are nourishing and nutritious and staff present food to children in an appealing way.
- Children behave well. Consistent strategies are used to moderate unacceptable behaviour.
- Parents have regular information about the provision and the care given to their children through several sources.
- Records are maintained well and are accessible for use when needed.

What needs to be improved?

- the organisation of the sleep area to provide babies with a reasonable quiet area for sleeping
- the safety of the outside play area surface for babies' use
- toys and play materials to ensure that a full range of resources is available in all areas of the nursery
- the provision of domestic style furniture in the baby room to help children develop their mobility skills
- the accessibility in all areas of the nursery of activities and resources that promote equality of opportunity.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

Not applicable as complaints summaries not included before 01/11/04.

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
4	Consider the organisation of the sleep area for babies and make sure the area is reasonably quiet when children are sleeping.
6	Make sure that the outside play area is safe for babies to use.
5	Make sure that a full range of stimulating and challenging toys is available in all areas of the nursery and that babies have access to some domestic style furniture to assist their mobility.
9	Ensure that all children have an appropriate range of activities and resources that promote equality of opportunity and positive images of culture and disability.

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

How effective is the nursery education?

Leapfrog Day Nursery provides good quality nursery education overall and children are making generally good progress towards the early learning goals except for mathematics where there are significant weaknesses.

The quality of teaching is generally good and staff interact well with the children. They ask questions to make them think and join in with their play. Staff provide a broad range of toys and resources and maintain a consistent daily routine. They work as a team and share the planning of topic-led focused activities. The effectiveness of this system is limited as plans are not based on children's abilities and do not cover all aspects of learning. There is little support for children to become independent learners as focused activities involve staff talking rather than children doing. However, children clearly enjoy the company of staff and behave well in response to their positive approach.

Leadership and management of the nursery is generally good. The manager meets regularly with 'base room managers' and seniors who oversee the work of other nursery staff. They discuss topics and planned activities. However, there is no clear evaluation of the provision for education and inexperienced staff are sometimes left without clear direction. Senior staff are currently working with an advisory teacher from the local partnership. The nursery takes part in the company's annual appraisal system and service audit.

The nursery's partnership with parents is generally good. Parents receive information about the daily routine and the curriculum and weekly activity plans are displayed for them to see. A daily record sheet gives parents a brief account of their child's wellbeing and the activities they participated in. Staff talk to parents on a daily basis. Written assessments about children's progress are shared with parents twice a year at parents evenings. However, any observations made by parents at home are not recorded in children's profiles.

What is being done well?

- Staff interact well with children and they spend time talking and listening to them. Children confidently approach staff and choose their company.
- The programme for physical development includes regular time spent outside. Children receive a good balance of energetic and more quiet activities which help develop both large and small muscles.
- Children are very well behaved and they cooperate one with another. Staff acknowledge children's achievements and make a point of giving recognition to good work and behaviour.

What needs to be improved?

- the provision for mathematics and its practical application throughout the daily routine as well as in focused activities
- the use of reference books to enhance children's learning and illustrate topic related activities
- the content of focused activities to offer children a wider range of experiences and more 'hands on' learning
- the system of planning to take account of what children need to learn next
- the provision and support for children to explore and investigate.

What has improved since the last inspection?

Not applicable as this is the first education inspection since registration.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are confident and eager to play. They choose toys independently as well as joining in with small and large group times. However, some lose interest and do not understand the intention behind planned activities. Most children take care of their own personal needs or ask for help if required. They are well behaved and respond positively to staff requests. Children sit quietly to listen to a story. They concentrate on a chosen activity often persevering for a considerable length of time.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are articulate and confident speakers. They join in with songs and recite familiar rhymes. Children talk to each other. They give instructions and use language to describe their thinking. For example, when pretending to build a house, one child said, "We're gonna need a map to figure it out". Children enjoy books and stories, although, there is little use of reference books to aid learning. They practise early writing skills, form recognisable letters and give meaning to their work.

MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children sometimes count in their spontaneous play as well as in group activities. They use mathematical language such as, 'big', 'little' and 'more than', in their conversations. They experience volume and capacity by playing with sand or water, however, this is not always supported by staff. Focused activities do not often include maths and any learning about shape, space and measure is incidental rather than planned.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children show an interest in the world around them. They notice and comment on the weather, for example, "If it rains and it's sunny there will be a rainbow". Children enjoy exploring the properties of magnets but there is little support to further develop their curiosity and investigation skills. Children know how to use simple software and demonstrate good mouse control. They learn a sense of time through the consistent daily routine and explore various festivals throughout the year.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are physically active. They run, jump, dance, crawl, climb and slide. They enjoy outside activities and practise throwing and catching skills, but do not often use trikes and wheeled toys. Children are developing spatial awareness. They recognise their bodily needs and when they are tired or thirsty. Children use a range of materials requiring eye hand coordination, such as threading and construction toys. They work with malleable materials and demonstrate good pencil control.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children paint and draw. They work with recycled and collage materials but only as part of planned activities. They enjoy singing and dance to popular music, often following instructions. Children dress up and engage in spontaneous role-play. They sometimes act out a familiar story or situation linked to a topic. Children use facial expressions and gestures to show their feelings. They use their imagination to express ideas. For example, A child said, "I would love to see a pink hedgehog!"

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

- develop the provision for mathematics to make sure that this area is given sufficient emphasis in daily activities
- make sure, over time, that planned activities cover all aspects of the curriculum and have a practical or visual element to reinforce learning and develop a wider range of skills
- provide activities and support for children to learn by exploring and investigating.

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.