



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 116179

DfES Number: 551374

INSPECTION DETAILS

Inspection Date 29/09/2004
Inspector Name Jamila Aslam

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Leapfrog Day Nursery (Chiswick)
Setting Address Marlborough Road
Chiswick
London
W4 4ET

REGISTERED PROVIDER DETAILS

Name Leapfrog Day Nurseries (Trading) Ltd 3229362

ORGANISATION DETAILS

Name Leapfrog Day Nurseries (Trading) Ltd
Address 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

Leap Frog Day Nursery has been registered for 3 years. The nursery is situated in a residential area of Chiswick in the London Borough of Hounslow, close to Chiswick High Road.

The setting provides full day care, for children aged 3 months to 5 years. Opening hours are from 07:00 to 19:00 daily and the setting operates throughout the year. There is an outside play area and five rooms available for children, on two levels.

The setting receives support from the Hounslow Early Years Childcare Development Partnership. There are 99 children on roll and there are currently 20 children aged three years in receipt of funding and currently none aged 4 years. The setting provides support for children with special educational needs and for children who have English as an additional language.

There are 25 staff members and the Senior Management Team consists of one manager and a deputy. The setting is staffed by 50% qualified staff, qualifications include National Nursery Examination Board (NNEB), National Vocational Qualification Childcare (NVQ) levels 2 and 3 and a teaching qualification.

How good is the Day Care?

Leap Frog Day Nursery in Chiswick provides satisfactory care for children.

There is a clear operational plan in place which sets out the policies and procedures, nursery routine and the organisation and deployment of staff. In the pre school and toddler room the staff team work well together and children's play and early learning is well supported by staff. In the Baby room and First steps room the staff work well together although there are occasions when group activities do not effectively support children's individual development, particularly language development. Adult led activities are not consistently extended by all the staff to support opportunities for young children to explore and investigate. There are occasions when some of the

staff interaction with the children during activities focuses on how to complete the activity rather than engaging with and being responsive to young children's interest in the colours and the texture of the paint being used.

The nursery has an excellent supply of toys and activity resources, which are regularly replenished, are clean and well maintained. Staff have a good awareness of safety issues for children with clear written policies and procedures in place to protect the children. In most areas standards of hygiene are good. The nursery has a comprehensive child protection policy, however some staff's knowledge in this area is limited.

Partnership with parents is good. Parents are welcomed into the nursery and there are systems in place to ensure they are kept informed about their children and the operation of the nursery. The nursery maintains the required documentation which is available for inspection.

What has improved since the last inspection?

At the last inspection the provider agreed actions to set up a system to ensure all staff, including domestic staff, have easy access to records about children's individual special dietary requirements and food allergies and for staff to interact with children to support their development and learning.

The nursery maintains a list of all children's individual dietary requirements on the food trolley from which food is served to the children, the same list is maintained in the kitchen and a further copy is maintained in the room where the child is located. This ensures that the same information about children's individual dietary requirements is available for all staff to check, in the appropriate areas.

Staff are interacting with children, engaging their interest and supporting play, early learning and development in most rooms, although this is not consistent in the two baby rooms.

What is being done well?

- Good adult/child ratio's are consistently maintained, the operational plan ensures effective deployment of staff.
- There is a wide range of resources readily available to the children, many of which reflect positive images of race, disability, gender and age.
- New staff are made aware of safety issues and training in this area is well supported. There are comprehensive policies in place and staff give high priority to children's safety both indoors and in the outdoor play area.
- The nursery provides parents with very good information about the setting. There are good systems in place which ensures that parents and carers are consulted about the needs of their children.

What needs to be improved?

- the opportunities to engage children's interest in order to promote children's overall development in Baby and First Steps rooms
- the hygiene in baby room in relation to the carpet
- the consistency of staff's knowledge about procedures to follow in the event of a child protection concern about a child in their care

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
3	Ensure that staff interaction during activities in the two baby rooms supports and encourages infants natural curiosity, engages their interest and is responsive to their individual creativity as well as their developing skills and abilities.
7	Ensure the carpet area in the baby room is clean.
8	Ensure the organisation for meal times meets the children's individual needs, encourages their independence and through staff interaction with the children, extends children's language development.
13	Ensure staff's knowledge and understanding of child protection issues is consistent

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

How effective is the nursery education?

The nursery education at Leapfrog Day Nursery is good and enables children to make generally good progress in all areas towards the early learning goals.

The quality of teaching is generally good. Staff plan a variety of practical activities indoors and in a small well planned outdoor area. Resources are of good quality and well organised to encourage children's independence, however they are not always sufficiently challenging particularly in areas of maths, ICT and children's freedom of expression in their art work is limited. Communication between staff and children is good with children who do not use English as their first language encouraged to join in the full range of activities.

The leadership and management of the nursery is generally good. The supervisor is effective in developing an enthusiastic staff team who have a good understanding of their responsibilities towards the assessment and progress of the children's learning.

Partnership with parents is generally good. Parents have access to information about the setting, topics and planning. Relationships between staff and parents are friendly, parents comments on the provision are favourable although some asked for information about staff holidays and forthcoming events to be more accessible.

What is being done well?

- Staff are familiar with the day to day plans, they have a good understanding of their responsibilities towards the progress and assessment of all the children's learning and how stepping stones link to early learning goals.
- Good use is made of labelling particularly in English and French which are the dominant languages used in the nursery.
- Consistent, developmentally appropriate behaviour management methods are used well by staff to support children's behaviour and avoid stressful situations.
- A good variety of textures for modelling, for example clay, dough, material and paper gives the children opportunity to express their ideas through different types of representation.

What needs to be improved?

- the assessment of teaching and evaluation of planned activities so that the next step for children is planned
- the children's self expression when creating art work
- the accessibility of information about events at the nursery for parents

- the use of working electronic or programmable toys e.g. cash registers and toy computer
- the adult supervision for computer skills.

What has improved since the last inspection?

This is the first inspection since receiving funding for three and four year old children.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children have generally good relationships with adults and peers within the group. They separate from carer with confidence. They choose between the activities, select resources for themselves and learn to take care of their personal needs such as going to the toilet and washing their hands. Children behave well, learn to share, take turns and are polite with adults and their peers.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children enjoy sharing books with staff and join in familiar stories and rhymes enthusiastically. Staff support children who have English as an additional language well, so that they join in the full range of activities and reinforce language with talk, signs and gestures. Children are beginning to recognise their first names and write letters however role play activities are not sufficiently extended to include writing for every day purposes.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Good use of number language is used in a variety of activities that reinforces counting and measuring, for example setting the table for snack time and playing games that involve counting. Activities to support more able children to develop an understanding of simple adding and taking away, for example the use of calculators or cash registers in role play activities, are limited.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are given opportunities for exploration and investigation based on first hand experiences that encourage prediction, decision making and discussion. However opportunities for children to learn how to operate simple IT equipment or programmable are not well supervised. Children's interest is maintained through well planned activities and attractive resources.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Very good use of indoor and outdoor space allows children spontaneous opportunities to explore and develop skills across the curriculum. Children have developed good spatial awareness and a wide range of movement skills. They confidently control, manipulate and operate apparatus and construct. Very good use is made of planned and impromptu situations to develop an understanding of how the body works and staying healthy.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Planned activities introduce a wide range of art techniques, although much of the art creations are adult directed with limited pictures created solely by the children. Children are able to negotiate and act out storylines, adults skilfully extend imaginative play however some of the equipment is not working. Children respond with pleasure to songs and would benefit from more opportunities to explore music and play instruments.

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

- increase the use of resources to encourage role play situations that extend imagination and competence in all areas of learning particularly in areas of mathematics, music, and ICT.
- develop a system to evaluate strengths and weaknesses in the quality of teaching.

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.