



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 205243

DfES Number: 530270

### INSPECTION DETAILS

Inspection Date 20/10/2003  
Inspector Name Ann Doreen Burford

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Leapfrog Day Nursery (Evesham)  
Setting Address Charity Crescent  
Four Pools  
Evesham  
Worcs  
WR11 2UT

### 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 opened in 1998. It is part of a chain of 39 nurseries owned by the company across the country. It is housed in purpose built premises on an estate at the edge of Evesham. The nursery is divided into base rooms for babies, toddlers and pre-school children each with its own toilets or changing stations. The nursery serves the local area and surrounding villages.

There are currently 150 children from 4 months to 4 years on roll. Children attend for a variety of sessions. The setting currently has procedures to support children with special needs, or who speak English as an additional language.

The group opens 5 days a week all year round. Sessions are from 07:00 to 19:00. Thirty one staff work with the children on a rota basis. Over half of the staff working with the children at any one time have early years qualifications to NVQ 2 or 3. Four staff are currently working towards a recognised early years qualifications. The setting receives support from a mentor teacher from the Early Years Development Childcare Partnership (EYDCP).

### How good is the Day Care?

Leapfrog Day Nursery provides good care for children. The organisation of the group is underpinned by the clear management structure and support from the umbrella body. Detailed procedures are in place to protect children from unvetted persons using the CCTV to good effect. All of the nursery premises are maintained to a very high standard creating a child friendly environment. The nursery is well organised into three different base areas to meet the needs of differing age groups of children.

Procedures are in place to ensure the premises are safe including regularly practising an effective emergency evacuation. The procedures for administering medication and keeping written permission is satisfactory, however, parents are not asked to sign the written records after the medicine is administered. A healthy choice of drinks, snacks and meals are provided by the nursery, taking into account any special requirements. Although staff have some knowledge of local child

protection procedures they appear hesitant and rely on the manager who has not yet received any training on child protection.

A wide range of age appropriate activities supporting the children's play and development are planned using recorded observations in all areas of the nursery to fully meet the needs of the individual children. Staff have in depth knowledge of the children and their family and they meet the needs of the children and the parents wishes. There is limited availability of resources and activities that promote equal opportunities in the baby and toddler rooms. Good support is given to parents when identifying a child with special needs. Appropriate help is available for the child to make progress. Appropriate strategies are in place to promote good behaviour.

There is a strong relationship between parents and the staff at the nursery. Parents are kept well informed, about their child and the nursery, in a variety of ways.

#### **What has improved since the last inspection?**

Not applicable, as there were no actions raised at the previous inspection.

#### **What is being done well?**

- The well organised management structure within the nursery is understood by staff and parents. The three base rooms are divided appropriately into babies, toddlers and pre-school, each with a key worker system, that is able to meet the differing needs of the children.
- The staff work well together as a team supporting each other and they are able to access suitable training.
- Children are motivated and enthusiastic to join in the wide range of interesting activities available both indoors and outdoors. There is very good staff child interaction throughout the nursery. All staff enjoy listening and talking to the children encouraging them to fully participate. All of the children are excited, motivated and confident to join in, in a lively atmosphere.
- Staff are vigilant about health and safety and are aware of the correct procedures to continue to maintain the premises to a high standard. An effective security system is in place, which includes CCTV, key pad entry to access reception area, and parents having to ring a bell for staff to open doors to the play areas.
- There is a strong relationship between parents and the staff at the nursery. The reception area is well organised to give parents information about the setting. The detailed information boards and daily record sheets keep parents well informed about the care of their child. Parents also have the opportunity to attend parents evenings and receive regular informative newsletters.

#### **An aspect of outstanding practice:**

CCTV is used very effectively to enable parents to observe their child during the settling in period by sitting in reception to watch the screens. This is effective in allowing the parents to be re-assured that their wishes are being met and their child

is well cared for. It is also used to keep parents informed of their child's progress or if there are any concerns without disturbing the child. Parents regularly make a request to use the CCTV if they are concerned about leaving a distressed child. The nursery is very responsive and sensitive to these requests. (Standard 12)

#### **What needs to be improved?**

- the recording and countersigning by parents of all medication administered
- the manager's and staff knowledge and understanding of local child protection issues.

#### **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
7	Keep a written record, signed by parents, of all medicines given to children.
13	Develop staff knowledge and understanding of child protection issues.
13	Ensure that there is a trained member of staff who has responsibility for child protection issues.

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

### How effective is the nursery education?

Leapfrog Day Nursery provides very good nursery education. Children are enthusiastic and eager to try the varied and stimulating learning opportunities which are provided to help them make very good progress towards the early learning goals.

Teaching is very good and staff ensure that children are well supported across all areas of learning. Staff have a comprehensive knowledge of the foundation stage and plan creative, interesting and exciting activities to help children learn. They provide children with opportunities to extend learning through group and play situations and ask questions to encourage children to think. Staff are consistent in their approach to managing children's behaviour. They have high expectations and help children to develop good social values, confidence and self esteem. Staff use assessment records well to identify the progress children are making and to help them move forward at a pace suitable for their individual needs. They organise the daily routine well and set out activities to enable children to move freely between them and choose for themselves. However, the book corner is not always easily accessible.

Leadership and management is very good. The nursery benefits from a good management structure and staff are aware of senior management's roles. Staff have regular opportunities to improve personal development through training. They are actively encouraged to discuss ideas with senior management. Managers are pro-active in implementing ways to improve the nursery. Senior management and staff are totally committed to providing a high quality of care and education for the children.

Partnership with parents is very good and parents are encouraged to be involved in their children's learning. They are informed of their children's progress through parents' evenings and information sessions where staff explain what children learn through play. Good information is available to parents and parents views regarding the setting are valued.

### What is being done well?

- Children are interested and motivated to learn. They are eager to try the varied and stimulating learning opportunities which are provided to help them make progress towards the early learning goals. They are enthusiastic when trying out new experiences and are quick to suggest how activities should develop.
- Children are confident speakers and listeners. They talk freely expressing ideas and feelings and use language to explore real and imagined experiences and for fun. They sit and concentrate well during circle and story times.

- Children have very good opportunities to learn about the local environment and the natural world. They dig and plant in the herb garden, explore natural materials and look at how things grow and change.
- Children have access to a wide range of activities to promote physical well being and have regular opportunities to develop and practice physical skills. They move confidently around a variety of equipment and can suggest different ways of using it.
- Children play imaginatively both individually and with their peers. Role play is well supported with the children having access to a stimulating range of resources to encourage them to use their imagination and act out familiar experiences.
- There is a clear management structure within the nursery. Staff are actively encouraged to discuss ideas with senior management. Senior management and staff are totally committed to providing a high standard of care and education for the children. They are continually looking for ways to improve and for new ideas for stimulating activities and experiences for the children to take part in.
- The nursery is pro-active in encouraging parents to be involved in their child's learning. Parents are informed of their child's progress through regular parents evenings and daily verbal communication.

#### **What needs to be improved?**

- the opportunities for children to regularly access books.

#### **What has improved since the last inspection?**

The nursery has made very good progress since the last inspection. The special needs policy has been updated and the code of practice implemented to ensure that children with special needs are integrated into all activities.

Children now have access to a wide range of multi-cultural toys and equipment and are actively encouraged to learn about different cultures.

Parents are now fully involved in all areas of their children's learning and assessment through regular information evenings and involvement in topics.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children confidently express their needs and ideas. They are very interested and motivated in their play and are enthusiastic to try new experiences. Children form good relationships. They are aware of their own needs and are sensitive to the needs of others. They work as part of a group to complete tasks and also independently alongside each other.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident speakers and use language to express their ideas, feelings and for fun. They practice writing and mark making on a daily basis and some can write their name independently. They participate in favourite stories with excitement and vigour, however, they are not easily able to access books at regular times throughout the day.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children show a good understanding of shape and colour. They can name a wide range of colours and all basic shapes and are able to sequence patterns and compare amounts. They show an active interest in numbers and counting and count and use numbers in everyday situations.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children explore and learn about their local environment and the wider world. They are developing a good understanding of people's different cultures and are learning simple French words. They discuss past and present events in their lives through topics and photographs. They are able to use a computer and a camera, however, use of programmable toys and equipment is limited.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children take part in a wide range of activities to promote physical well being. They show a good awareness of space both for themselves and others and can move with control and co-ordination. They are developing a good understanding of how to stay healthy and are aware of the need for personal hygiene and the changes that take place to their bodies after exercise.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children play imaginatively both individually and with their peers. They often explore and listen to music and regularly sing throughout the day in both planned and unplanned activities. They respond well to creative experiences and participate in a wide range of activities which encourage them to use their senses and describe what they see and feel using a variety of appropriate language.

**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 improve the following:
- Consider ways to enable children to have access to books throughout the day.

*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.*