



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 503196

DfES Number: 534176

### INSPECTION DETAILS

Inspection Date 18/01/2005  
Inspector Name Jean Evelyn Thomas

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Leapfrog Day Nursery (Bromborough)  
Setting Address 41 Bridle Road  
Bromborough  
Wirral  
Merseyside  
CH62 6EE

### 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 ( Bromborough) opened in May 2001. It operates from a purpose built nursery located on a private site in Bromborough. Children are cared for within five main areas according to their age. There is a sensory room and a secure enclosed outdoor play area.

There are currently 114 children aged from 0 to 5 years on roll. Of these 46 receive funding for nursery education. The nursery supports children who have special needs.

The nursery is open 5 days a week all year round from 7 .00 a.m. until 7.00p.m.

The nursery employs 23 staff of whom 13, including the manager, hold appropriate early years qualifications. There are 5 staff working towards a recognised qualification.

### How good is the Day Care?

Leapfrog Day Nursery (Bromborough) provides good quality care for children.

The facility provides a welcoming setting for both children and parents. The organisation of the nursery is generally good. There is a comprehensive operational plan. The nursery is well resourced with play materials and equipment. Although lacks appropriate furniture in certain areas of the nursery and resources which promotes equality of opportunity. The toys and equipment are clean, easily accessible and attractively displayed. Records are accurately maintained.

There are good systems in place to protect children, including the CCTV camera's and the risk assessment. Qualified first aiders are on duty at all times. Procedures are in place to help prevent the spread of infection. Staff develop children's understanding of good hygiene practices. Information is obtained from parents to ensure children's individual needs are met. However accessibility of some information does not conform with confidentiality. The cook prepare nutritious meals

on a daily basis. The staff have a good understanding of child protection issues. There is a comprehensive written statement for Special Educational Needs which is shared with parents.

The plan of activities offers children varied and stimulating play experiences to help them make progress in all areas of their development. The staff provide children with opportunities to develop their understanding of their community and also that of the wider world. The interaction between staff and children is plentiful and with purpose to contribute towards the child's progress. Staff have a consistent approach to managing children's behaviour by using positive strategies.

There is a commitment to work in partnership with parents. Systems have been developed to keep parents informed about the provision, all aspects of the children's care and events of their child's day.

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

The actions raised at the previous inspection have been met. Staff clearance records are available for inspection. Staff rotas have been changed to cover the lunch time periods. There are displays in some areas of the nursery promoting equality of opportunity. The manager has up dated her child protection training and the procedure has been amended.

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

- The positive interaction between staff and the children through play, communication and appropriate affection gives children a sense of belonging and helps them makes them feel secure in their care setting. The staff 's interaction is with purpose to encourage the child's learning potential and to make it a happy atmosphere. Staff are aware of the individual needs of the children and offer variety in the play activities to sustain the interest of all children, taking into account the varied number of sessions/days of attendance.
- The provision of a nutritional and varied diet which is freshly prepared on a daily basis. The menu's are checked by the organisation's dietician.
- The provision of a safe setting which is achieved through the CCTV system throughout the nursery, staff's awareness of the safety polices and good hygiene practices which are adhered to by all members of staff.

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

- Furniture to enable children to relax in their care rooms, to assist children under 2 years in their mobility development and to support staff with their care duties,
- attention to the accessibility of some information,
- resources which promote equality of opportunity such as nappy changing on

the first floor level and visual images, books and play materials to reflect diversity of our society,

- organisation of specific staff duties and contingency arrangements for staff absences.

**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.)**

There are no complaints to report from 1 April 2004.

### **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
2	Ensure the organisation of specific staff duties and the contingency arrangements for staff absence, including deputising, are effective to have sufficient staff working directly with the children at all times.
5	Ensure that suitable comfortable furniture is available to meet the need of children, to enable children to rest in their care rooms, to assist the children under 2 years in developing mobility and to support staff when feeding the babies.
5	Further develop resources and visual images that promote equality of opportunity and anti-discriminatory practice.
12	Ensure confidential information is not accessible unless parental consent has been obtained.

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

### How effective is the nursery education?

The provision for funded nursery education at Leapfrog Day Nursery Bromborough, Wirral is of good quality. Children make very good progress in physical development and generally good progress in the remaining five areas of learning.

The quality of teaching is generally good. Staff use their mostly good knowledge of the foundation stage to plan an overall programme which covers most aspects of learning well. They work energetically creating a stimulating environment where children are eager to learn. Some questioning and challenges set are less effective when staff are not sure of the main learning focus or intended outcomes for different children. Good observations are made for assessments but this is not always linked to planning next steps. Limited allocated time and facilities for children to rest results in some children becoming over tired in the afternoon and behaviour deteriorating.

The quality of leadership and management is generally good. The staff work well together as a team despite recent staff changes. The management system helps staff to appraise their practice but training for developing the educational provision is not often accessed. The monitoring of activities is detailed but does not lead effectively enough to a review of the planned programme.

Partnership with parents is generally good. They are given good information about how the nursery operates and the curriculum that is covered. Staff do not always find out enough from parents about children's ongoing experiences and achievements at home and in other settings. Records of progress are regularly shared and explained.

### What is being done well?

- There is a good programme for physical development which enables children to make very good progress. Children learn how their bodies work, to appreciate healthy eating, and to follow good hygiene practices. Staff have a good understanding of this area of learning. They ensure children have plenty of exercise indoors and out and develop their physical skills well.
- The enthusiasm and energy of the room leader and the staff and their hard work and commitment creates a positive and friendly atmosphere where children learn to care for others and play co-operatively and parents feel welcome.
- Staff promote children's language development well through the good use of vocabulary and the many opportunities provided for children to talk while they play, use language for negotiation, and express their feelings.
- Children are enthusiastic and eager to join in activities. There are good opportunities for them to make choices and be independent. Staff give praise for achievements so that children develop confidence and self esteem.

**What needs to be improved?**

- the flexibility of the planned programme to allow for adaptation according to children's responses and learning so that there is more emphasis on learning outcomes and less on amount of curriculum content
- the use of the assessment profiles to help pitch teaching in all aspects at the right level and to identify development areas for individual children when planning focused activities or organising groups
- the links between monitoring and reviewing what is planned for children and the training for staff which helps develop the educational provision
- the organisation of time and resources to enable children to rest properly, particularly towards the end of the day
- the use of parents knowledge about what their child experiences or achieves at home and in other settings to contribute towards the child's overall profile and development plan.

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

Not applicable

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are eager to learn and participate during both staff led and child led activities. They develop self confidence through being given responsibilities such as being a monitor. They make good progress in self help skills when they pour out their own drinks and put on their coats. Children learn the importance of caring for others through practicing on baby dolls. They are set clear boundaries for behaviour but find these hard to adhere to when they get insufficient rest.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children use language with confidence to communicate their wishes and negotiate during play. They make good progress in learning new vocabulary to categorise and describe materials for the topic. Less progress is made when work on linking sounds to letters and handwriting is not built on what children know and can do. Children learn the purposes of writing and enjoy stories read to them. The use of books is not so well planned, affecting progress in reading.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children make good progress in counting and recognising numerals through use of resources and games which are fun to learn with. A good programme of planned activities help children appreciate the properties of shapes and to make comparisons about size. There is too little use of every day routines and self chosen activities to encourage more able children in particular to solve mathematical problems involving estimating, sharing out, adding together, calculating how many more or less needed.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children explore the consistency and textures of different materials. They notice seasonal changes and discuss what we need to keep warm. Children gain a good appreciation of time when told there is two minutes left for tidying up. They are not encouraged enough to question how things work or wonder what makes things change. Children construct for a purpose using a range of tools. Learning about diversity does not build enough from children's own experiences.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children make good use of the outdoor area to take part in vigorous exercise. They develop very good awareness of small and larger spaces and learn to move safely within them. Children regularly use pedalled toys and climb apparatus to develop strength and agility. They keep their balance well walking carefully and safely up and down stairs. Regular use of equipment develops hand, eye co-ordination. The emphasis on healthy eating and good hygiene promotes bodily awareness.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children enjoy exploring colour, shapes and patterns using paint applied in different ways, a variety of collage materials, and junk modelling. They appreciate music and sound through movement to music, singing songs and making their own shakers. Children use a variety of resources from which they create their own worlds and develop their imagination. They are verbally expressive of their feelings and ideas but are not encouraged to develop other forms of creative expression so well.

**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**

- allow greater flexibility in the planning system to make adaptations according to children's responses and learning so that there is more emphasis on learning outcomes and less on amount of curriculum content
- improve use of the assessment profiles to help pitch teaching in all aspects at the right level and to identify development areas for individual children when planning focused activities or organising groups.

*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.*