



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 103163

DfES Number: 596764

INSPECTION DETAILS

Inspection Date	25/01/2005
Inspector Name	Nicola Jayne Pascoe

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Leaps & Bounds Day Nursery
Setting Address	Petherton House, Kenwyn Road Truro Cornwall TR1 3SH

REGISTERED PROVIDER DETAILS

Name	Mrs Betty Pamela Loveland-Heather
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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

Leaps and Bounds Day Nursery is privately owned. It opened in 1998 and operates from nine rooms in a large Victorian house. It is situated in the city of Truro, Cornwall. A maximum of sixty children may attend the nursery at any one time. The nursery is open each weekday from 08:00 until 18:00 for fifty-one weeks of the year. All children share access to several, secured and enclosed outdoor play areas.

There are currently 120 children from 3 months to 5 years on roll. Of these 26 children receive funding for nursery education. Children generally come from the Truro area, as most of their parents travel in to work in or around the city. The setting currently supports a number of children with special educational needs. Children who speak English as an additional language have been supported in the past.

The nursery employs 22 staff, of these 19 have early years qualifications to NVQ level 2 or 3. Two members of staff are currently working towards foundation stage teaching qualifications. The setting receives support from an advisory teacher from the Early Years Development and Childcare Partnership (EYDCP) and the Kernow Association of Day Nurseries (KADN).

How good is the Day Care?

Leaps and Bounds Day Nursery provides satisfactory standards of care for children. Suitably qualified and experienced staff work with the children. A clear management structure and operational plan ensure the smooth running of the setting at all times. Effective use is made of the environment to display children's work and information for parents. However, space and resources are not used well to ensure children are encouraged to develop their personal independence. An age appropriate range of resources and equipment are provided for children. Staff use consistent and effective methods of record keeping throughout the nursery.

Written risk assessments are followed and fire drills are carried out regularly.

However, access to the premises is not monitored effectively and the radiators are not maintained at a safe and suitable temperature. Staff promote high standards of health and hygiene. Healthy and nutritious meals and snacks are provided. Children's individual needs are identified and met appropriately. Differing cultures, beliefs and abilities are acknowledged and respected. Children with special needs are supported appropriately. Staff are confident in their ability to follow local child protection procedures.

Children are happy, confident and inquisitive. They participate in a range of interesting and stimulating activities. They share their achievements enthusiastically with others. Staff are good role models. They are consistent in their use of positive and effective methods of behaviour management. Children are polite, kind and well-behaved.

Staff recognise the importance of developing professional relationships with parents. Children's work is displayed well for parents to enjoy. Notice boards, policy documents and newsletters are used effectively. Daily discussion and children's diaries provide further opportunities with which to share regular information with parents relating to children's care and education.

What has improved since the last inspection?

A number of actions were raised at the last inspection. The nursery was required to provide documentary evidence of regulations, relating to building control, environmental health and fire safety relating to the increase in numbers of children, having been met. These documents are now available. Policies for child protection, behaviour management, medication and complaints were required to be amended and have been updated and shared appropriately with parents. Quiet areas were required to be provided for children to sleep and rest. Designated areas are now used effectively to enable children to rest in comfort. Low level glass was required to be made safe and has been replaced with solid panels. Evidence of named drivers and vehicle documents were required to be available for inspection. The nursery does not now transport children by vehicle.

What is being done well?

- Staff identify, record and meet specific dietary requirements appropriately. Children are provided with a healthy and nutritious range of home cooked meals and snacks. They enjoy meal times and eat together socially. Children are confident to try new foods and eagerly guess what is for lunch when they smell it cooking. Children have free access to drinking water throughout the day.
- Children's individual abilities, likes and dislikes are identified well by key workers. Children's individuality is acknowledged and respected. The equal opportunities policy is followed by staff and shared appropriately with parents. Children are developing a positive attitude and awareness of peoples differing beliefs, cultures and abilities.
- Staff are good role models. They follow age appropriate and positive

methods of behaviour management. Staff are consistent in their use of positive and effective methods to promote high standards of behaviour. Children are polite, kind and well-behaved.

What needs to be improved?

- the use of space, to provide sufficient opportunities for all children to develop their personal independence through free access to a suitable range of toys, resources and equipment.
- the systems used to effectively monitor access to the premises.
- the systems used to effectively maintain radiators at a safe and suitable temperature.

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.

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	Ensure that all children are able to develop their personal independence, through free access to a sufficient range of suitable toys, resources and equipment.
6	Ensure that the radiators are made safe.
6	Ensure that access to the premises is monitored effectively.

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

How effective is the nursery education?

Nursery education at Leaps and Bounds Day Nursery is acceptable and children are making generally good progress towards the early learning goals in personal, social and emotional development, communication, language and literacy and mathematical development. Progress in knowledge and understanding of the world, physical development and creative development is very good.

The quality of teaching is generally good. Staff plan an interesting range of activities, making effective use of the curriculum guidance and stepping stones. Staff promote children's individuality well and are flexible in their delivery of planned activities. They use age appropriate and positive methods of behaviour management. Clear routines are followed. Key workers are familiar with children's individual interests and abilities. However, opportunities to introduce mathematical vocabulary and solve problems are missed. Children's assessment records do not contain sufficient levels of information to ensure individual learning intents are identified, regularly reviewed and are used to influence future planned activities.

The leadership and management of the setting is very good. There is a clear and effective management structure in place. Staff are enthusiastic, committed and work well as a team. Support and advice from early years organisations is welcomed. Staff appraisal systems successfully identify plans for future development.

Partnership with parents is generally good. Parents are actively encouraged to be involved in their child's learning. Staff share informal levels of information regularly through daily discussion and diaries. Regular newsletters and parent notice boards provide additional written information for parents. However, there are no systems with which to obtain information regarding children's abilities on entry to the setting. Information regarding children's individual progress and achievements is not shared formally with parents.

What is being done well?

- Children are curious and inquisitive. They are confident to explore the indoor and outdoor environment and the range of toys and resources available. Children are competent in their use of a range of tools and materials to design and build. They are skilful in their use of information technology equipment and programmable toys. Children are developing a sense of the passing of time and have developed a sense of belonging. They demonstrate a positive attitude towards peoples differing abilities, cultures and beliefs.
- Children move safely and purposefully indoors and out. They participate in daily physical exercise, making good use of the paved outdoor area, the grass areas and the rumpus room. Children run, jump, climb, balance, slide and pedal confidently. They follow high standards of health and hygiene practice. Children are skilful in their use of small tools and equipment to

construct and build a range of models and pictures.

- The management structure of the setting is clear and effective. The staff are familiar with their roles and responsibilities and work well as a team. They are committed and enthusiastic in their work with the children. Systems in place to monitor and evaluate the effectiveness of the provision of nursery education, identify suitable future plans for development.

What needs to be improved?

- the systems with which to formally obtain and share information regarding children's abilities on entry to the setting, the provision of nursery education and children's progress and achievements.
- the development of children's assessment records to identify individual learning intents, which are used effectively to influence future planned activities and are regularly reviewed.
- the use of daily routine activities to promote mathematical vocabulary and problem solving.

What has improved since the last inspection?

Generally good progress has been made since the last inspection when the point for consideration was to consider ways of extending the exchange of information with parents and carers on their child's progress. There is now information in the policies and a newsletter which was issued to parents, inviting them to formally discuss their child's progress at any time. Informal levels of information sharing continues to take place and open days have been arranged. However, there are no formal systems in place to ensure that parents who wish to, do actually participate in one to one meetings with staff, regarding their child's progress and attainment and to share written records.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children sit, listen and concentrate well. They are confident to join in group discussion. Older children are competent to express their needs and share ideas with others. Children interact and relate well to adults and other children. They are polite, considerate and well-behaved. Children are developing a positive awareness and understanding of people's differences. However, younger children are not given regular opportunities to develop their personal independence.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children are eager to participate in group story time. They are skilful communicators. Children negotiate with others well to develop and maintain role play scenarios. Children are beginning to link sounds to letters. They recognise their own written name and some recognise the name of others. Children scribe purposefully, freely and regularly during daily routine activities. Children's written work is displayed and valued. However, the book area is not used well by older children.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children count confidently and regularly as part of daily routine activities. They recognise numerals and can correctly identify the associated number of objects. Children measure and compare their height with others. They are familiar with a range of different shapes, which they can identify upon request. However, children do not receive sufficient opportunities to develop their abilities in mathematical problem solving and to extend their mathematical vocabulary.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children explore changes to themselves and the environment. They participate in observation games and are naturally curious and inquisitive. Children are developing an awareness of the passing of time, following clear daily routines and celebrating birthdays. They are exploring and recording the change in weather. Children are skilful in their use of IT equipment and use the computer on a regular basis. They have a positive attitude and awareness of their own and other cultures and beliefs.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move safely and purposefully indoors and out. They participate in regular opportunities to run, jump, climb, balance and pedal. Children mould and manipulate clay, using a range of small tools skilfully. They are competent in large construction activity. They allow sufficient levels of space for themselves and others. Children are able to use the toilet facilities freely, requiring minimum assistance in dressing and undressing. They follow high standards of health and hygiene practice.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children participate in a range of enjoyable opportunities to develop their creativity. They paint, make junk models, collage and manipulate and mould clay. Children are confident to develop their individual ideas and are particularly skilled at initiating and maintaining role play ideas with their friends. They engage wholeheartedly in sponge painting, observing the shapes, patterns and merging of colours. Children use their sense of smell to guess what is for lunch.	
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 and implement systems with which to formally obtain and share information regarding children's abilities on entry to the setting, the provision of nursery education and children's progress and achievements.
- develop the use of children's assessment records to identify individual learning intents, which are used effectively to influence future planned activities and are regularly reviewed.
- develop the use of daily routine activities to promote mathematical vocabulary and problem solving.

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.