



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 219938

DfES Number: 597136

INSPECTION DETAILS

Inspection Date 23/02/2004
Inspector Name Jill Hunn

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Leapfrog Day Nursery (Daventry)
Setting Address Ashby Fields Local Centre
Wimbourne Place, Speke Road
Daventry
Northamptonshire
NN11 5XY

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 (Daventry) opened in August 1998. It operates from a single storey building in Ashby Fields in Daventry. The nursery serves the local area.

There are currently 129 children on roll. This includes 41 funded three-year-olds and 8 funded four-year-olds. Children attend for a variety of sessions. The nursery supports children with special educational needs. There are no children currently attending who speak English as an additional language.

The nursery opens five days a week all year round, except for Christmas and New Year bank holidays. Sessions are from 7:00 to 17:00.

A total of 34 staff work with the children. Half the staff have an early years qualification to NVQ level 2 or 3. Seven staff are currently working towards a recognised early years qualification. The nursery receives support from the Northamptonshire Early Years Development and Childcare Partnership (EYDCP) and is a member of the Pre School Learning Alliance (PSLA).

How good is the Day Care?

Leapfrog Day Nursery (Daventry) provides good quality care for children. There is a clear operational plan which explains how the nursery is run and ensures that staff have a clear understanding of their role. Space and resources are generally organised thoughtfully to meet children's needs. Policies are thorough and records are maintained to a high standard so that children's well-being is promoted.

The premises are secure, clean and colourful and create a welcoming environment to parents and children. Staff are very friendly and caring. They develop positive relationships with the children and are aware of their individual needs. Children are happy and settled. Staff supervise children well and are very aware of potential hazards so that children are kept safe. They promote children's good health by their generally high standards of hygiene.

A wide range of worthwhile activities are planned throughout the nursery which enable children to progress. A stimulating environment is created for children under two by the use of sensory materials. There is a varied range of good quality resources which include opportunities for children to learn to appreciate diversity.

The nursery develops positive relationships with parents. Effective systems are in place for the exchange of information with parents about the care of their children. This ensures children's development and progress is supported. A range of good quality written information is available to parents so that they are aware of how the nursery operates.

What has improved since the last inspection?

not applicable

What is being done well?

- The premises are very clean, safe and attractive. They have been imaginatively decorated with many displays of the children's work to create a welcoming environment to parents and children. Space is organised effectively to promote children's development.
- The system used to manage security of the premises. There are excellent systems in place to monitor all visitors to the nursery. The procedures for admitting parents and visitors works well and ensures that children and staff are secure.
- The range of meals and snacks. An excellent range of nutritious meals and snacks is provided based on home cooking and variety. They include a wide variety of tastes and textures and enable children to experience foods from other cultures.
- The use of risk assessment. Staff make good use of regular risk assessments to identify any potential hazards both within the premises and on outings. As a result, children and staff are kept safe.
- The range of activities across the age ranges. Children benefit from the range of well planned activities which include opportunities for regular outdoor and creative play. Older children are taken on outings to support and enhance the curriculum in the pre-school.
- The range of resources and activities reflecting diversity. Books and toys reflect positive images of race, culture, religion and disability. Activities include opportunities for children to learn about other cultures and religions. Consequently, children learn to value and appreciate the similarities and differences in people.

What needs to be improved?

- the organisation of space and resources for some activities for older babies

- nappy changing procedures to prevent the spread of infection.

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
3	Make sure that space and resources are organised so that all activities for children under two years are readily accessible to them.
7	Improve the procedures for nappy changing so that they consistently prevent the spread of infection.

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

How effective is the nursery education?

The provision for nursery education at Leapfrog Day Nursery (Daventry) is generally good. Children make very good progress towards the early learning goals in communication language and literature, and generally good progress in all other areas of learning.

The quality of teaching is generally good, staff work well together in a positive and happy atmosphere to provide a range of well-planned activities that children enjoy. The effective use of written plans ensures good use of time and resources to maximise children's learning. Staff make sure that the activities are adapted to take into account the differences in ability between the younger children and the more able ones. There are suitable systems in place to support children with special educational needs and children who's first language is not English. The system for observing and recording the children's progress is developing well, but is not sufficiently detailed.

The leadership and management of the nursery is generally good, the nursery manager receives positive help and support from the parent company. The staff work well together to meet the needs of the children and some management tasks are appropriately delegated to senior staff members. The quality of the provision is regularly monitored by sending out questionnaires annually to parents and responding positively to their comments.

The partnership with parents is very good. The nursery provides good written information about the setting and parents are encouraged to be involved with their child's learning by using activity sheets at home linked to the curriculum planning. Staff and parents regularly share the children's progress informally through discussion and pre-school diaries. They also do this more formally through written progress reports every three months and two open evenings are held every year.

What is being done well?

- Children are developing independence skills, they put their own coats on, wash their hands, pour drinks at snack time and help themselves to vegetables from dishes at lunch time.
- Children regularly take part in conversations, particularly at circle time, that encourage them to listen to others, recall real experiences and express feelings.
- Children are learning to link sounds with letters in practical everyday situations, for instance in identifying 'm' for Monday, and in enjoyable planned activities such as the alphabet train.
- Staff generally adapt planned activities to take into account the needs of younger children for greater support, and the needs of older and more able

children for more challenge.

What needs to be improved?

- the opportunities for children to use their imagination and communicate feelings and ideas through listening and moving to music
- the assessment and recording of children's progress to provide a clearer link with the early learning goals across all six areas of learning.

What has improved since the last inspection?

Very good progress has been made since the last inspection. The nursery routines have been reviewed and generally children move freely from one activity to another. They now regularly take part in activities that they initiate themselves. New resources to extend children's climbing and balancing skills have been provided, children enjoy using the new climbing frames and balancing bars to develop their physical skills.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are developing their self confidence and awareness of own views and feelings. They speak confidently within a large group at circle time. They are becoming independent in personal skills such as dressing and toileting, and helping themselves to vegetables at lunch time. Children learn to make friends, take turns and help each other in simple tasks. They understand the rules and generally behave well.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children communicate well with adults and other children. They listen to others, recall real experiences and express feelings. Children are beginning to link sounds to letters. Younger children develop writing skills by attempting to write in practical situations such as in the role play area. Older and more able children learn to recognise and copy letters of the alphabet and progress to writing their name.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are learning to count to ten and beyond in everyday situations. They take part in a variety of interesting mathematical activities which they enjoy. Children are learning to compare two groups of objects, such as compare bears, then add them together. Older and more able children are starting to understand subtraction, they take a number of bears away from a whole group and count how many are left.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are encouraged to observe similarities, differences and change for example when discussing and recording the weather through the different seasons. They learn a sense of place in worthwhile topics such as 'Our Town', learning to recognise features of their local environment such as the library and country park, recording them in photographs and then drawing pictures from memory. Children are developing their information technology skills when using the computers, keyboard and printer.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children use a range of wheeled toys and large climbing equipment competently and are developing control and co-ordination skills. They move confidently and safely in the playground. Children enjoy playing with malleable materials such as play dough, rolling and cutting with enthusiasm. They are using small tools such as scissors, pencils and cutlery with increasing control and safety.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children use a good range of resources to explore different media and to use creative skills in free painting and making collages. They play co-operatively and imaginatively in the well planned role-play areas such as the post office and home corner. Children enjoy singing familiar songs and sometimes use musical instruments, but there are insufficient opportunities for children to use their imagination and communicate ideas and feelings through music and dance.

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 opportunities for children to use their imagination and communicate feelings and ideas through listening and moving to music
- develop the assessment and recording of children's progress to provide a clearer link with the early learning goals across all six areas of learning and use the assessments to plan for children's future learning.

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.