



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN EY241078

DfES Number: 557820

### INSPECTION DETAILS

Inspection Date	17/08/2004
Inspector Name	Fiona Stephenson

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Leapfrog Day Nursery (Leicester)
Setting Address	Carlton Park King Edward Avenue Leicester Leicestershire LE19 0LF

### REGISTERED PROVIDER DETAILS

Name	Leapfrog Day Nurseries (Trading) Ltd 3229362
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### ORGANISATION DETAILS

Name	Leapfrog Day Nurseries (Trading) Ltd
Address	Central Office Second Avenue, Centrum 100 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 was registered in 2002. It is part of the national chain of Leapfrog nurseries. The setting operates from a purpose built two storey building, and is situated within Carlton Park, Narborough, in Leicestershire. The ground floor accommodates children under two years, divided between four group rooms, plus a green group room. The first floor consists of two group rooms for children aged two to three years, and a large pre-school room for three to eight year olds.

There are currently 126 children on roll. This includes 18 funded three-year-olds and 11 funded four-year-olds. There are no children attending with special educational needs. The setting supports 21 children who have English as an additional language.

The nursery is open from 07:00 to 19:00 Monday to Friday throughout the year. Children attend a variety of sessions.

Twenty nine staff work with children. Over half the staff are qualified to NVQ level 3. The setting receives support from a teacher/mentor from the Leicestershire Early Years' Development Childcare Partnership.

### How good is the Day Care?

Leapfrog Day Nursery (Carlton Park) provides good care for children. Staffing levels are sufficient to meet the needs of children, and the majority of nursery staff have an NVQ level 3 in childcare. The nursery environment is spacious, and staff use the resources available to them well in providing a good balance of activities for children.

The premises are safe and secure, and safety is supported with the use of CCTV cameras. Furniture and equipment are in good condition, and resources are generally good. However there is a limited number of books in the nursery, and equipment to support children's creativity is also less well catered for.

The nursery has very good health and safety procedures, and rigorous attention is

paid to preventing the spread of infection through practices such as staff's use of gloves and aprons at meal and snack times, and through supporting children in hand washing both before and after meals. Children are provided with a very good menu which is checked for nutritional balance, and children clearly enjoy the food provided. The setting has a good child protection policy which staff have due regard to.

Staff demonstrate an enjoyment in working with children, and are warm and friendly to the children in their care. Children's behaviour is managed well, with good use of praise and encouragement to support good behaviour. Staff support children's play and learning with a good range of activities. Staff treat all children with equal concern and have a clear understanding of the individual needs of the children in their care. Resources supporting anti-discriminatory practice are limited. Children with special needs are well supported at the nursery.

Partnership with parents is good. The manager and staff are very accessible to parents, and work hard to ensure parents are happy with the care their children receive. There is also good written information available to parents.

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

not applicable

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

- Staff are warm and friendly to children, and use praise and encouragement to support good behaviour.
- The nursery has very good health and hygiene systems, and is very clean.
- Children are offered a nutritious menu which they enjoy, and which is well presented. Good attention is paid to dietary needs and allergies.
- A good range of activities is available to children of all ages in the nursery.
- Partnership with parents is good, with good informal and formal systems available for parents to discuss their child's care.

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

- the provision of resources to support anti-discriminatory practice
- the provision of books throughout the nursery and resources to support children's creativity.

#### **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
5	improve the provision of books and creative resources, in order to further support the developmental needs of children in the nursery
9	ensure that children have an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice

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

### How effective is the nursery education?

Children are making generally good progress towards the early learning goals. They are making very good progress in personal, social and emotional development; and generally good progress in all other five areas of the curriculum.

Teaching is generally good. Staff work well in helping to develop children's confidence and self esteem, and in providing a range of activities to support children's development in all six areas of learning. Behaviour is managed well. Staff's knowledge and understanding of the curriculum is generally good, however planning does not ensure that all clusters in each area of the curriculum are taught and re-visited to secure learning, and does not sufficiently differentiate the learning needs of more able or less able children. Observation and evaluation systems are in place, however they do not always clearly define the 'next steps' in children's progress.

Leadership and management is generally good. There have been recent changes in the management of the setting and of the pre-school room. The new person-in-charge, and the pre-school manager have a high commitment to the learning and care of children, and have a good awareness of the strengths and weaknesses of the setting. There has however, been limited opportunities to support the new pre-school manager in ensuring her training and development needs are met.

There are limited opportunities for the pre-school staff to plan and evaluate the curriculum.

Partnership with parents is generally good. Parents are given written daily information regarding the activities, and the areas of learning their child have been involved with. They can attend two parents evening a year to discuss their child's learning. The notice board gives information about the activities available. There is insufficient information given to parents regarding how they can support their child's 'next steps' in the home environment. Some information on the notice board is not accurate.

### What is being done well?

- Children demonstrate very good levels of confidence and self-esteem. They are good communicators, and enjoy talking with each other and the staff, and enjoy question and answer sessions.
- Children are making good progress in linking sounds with letters, and in developing early writing skills.
- Staff are enthusiastic with children, and have a strong commitment to children's learning.

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| <ul style="list-style-type: none"><li>● Children behave well, and demonstrate respect for each other.</li></ul> |
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<b>What needs to be improved?</b>
<ul style="list-style-type: none"><li>● planning and assessment to ensure that the individual learning needs of each child are addressed</li><li>● the incorporation of all clusters in each area of learning into the planning process to ensure they are visited frequently to secure learning</li><li>● support to the staff team to enable effective planning and evaluation systems, and the improvement of delivery of the Foundation stage curriculum</li><li>● partnership with parents to give parents more effective information regarding the 'next steps' in learning for their child, and how this can be supported in the home environment</li><li>● the use of everyday and routine activities to support learning, with particular reference to mathematical learning.</li></ul>



<b>What has improved since the last inspection?</b>
not applicable

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children demonstrate high levels of confidence and self-esteem. They are willing to try out new ideas, and are keen to answer questions. They have very good relationships with their peers and staff, and work well in small groups and larger groups. They behave well, and can move from being busy playing an imaginary game, to sitting down quietly listening to a favourite story.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children have very good verbal communication skills. They like asking questions, and talking to staff and their peers. They enjoy books and story time, where they listen intently to the story. They are making good progress in mark making, with older and more able children writing their own names. They know the sounds of the letters in their names. There is insufficient extension for more able children, and a lack of mark making materials available for role play scenarios.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children can count to 10, with older children counting beyond. They use fingers to represent numbers when involved in number rhymes, and are developing an understanding of subtraction through songs such as 'five hot cross buns'. Some children have good numeral recognition, and can recognise numerals from 1-9. Children demonstrate good shape recognition. There are missed opportunities to support learning in routine activities; and there is insufficient extension for more able children.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have good opportunities to develop their understanding of intermediate communication technology through the use of computers in the pre-school, and the use of phones, cash registers. They have a growing awareness of their families and of themselves, and a growing awareness of the environment and living things. They understand the days of the week, and changes in the weather. Not all cluster areas are sufficiently covered, with limited learning of other people's cultures and beliefs

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move well around the pre-school, showing an awareness of space of themselves and others when sitting in groups and when playing independently. They have a good understanding of healthy practices such as hand washing. Children have good opportunities to use a range of tools and materials, and show dexterity in using both small and large muscles. Outside play opportunities for children are limited, and there is insufficient evaluation of children's progress in this area.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
<p>Children are developing well their imaginations, and enjoy role play such as hospitals, and playing in the 'maths market'. They enjoy singing and can sing simple songs such as 'wind the bobbin up' from memory. They enjoy playing with instruments once weekly, however there are insufficient instruments for all children. Although they have opportunities for painting, junk modelling, and collages; opportunities for free expression as opposed to following a planned 'theme' are more limited.</p>	

**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**

- ensure curriculum planning accounts for the individual learning needs of children, and is differentiated accordingly. Ensure that all clusters in each area of learning are visited frequently to secure learning
- improve opportunities for staff to plan and evaluate the curriculum, and to further their knowledge and understanding of the Foundation stage
- provide parents with further information on how they can support their child's 'next steps' in learning in the home environment
- make more effective use of everyday activities to support learning in all areas of the curriculum, with particular respect to mathematical 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.*