



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY252071

DfES Number: 536033

INSPECTION DETAILS

Inspection Date 15/12/2004
Inspector Name Derelyn Stevens

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Leapfrog Day Nursery (Portishead)
Setting Address Serbert Road
Gordano Gate
Portishead
BS20 7GF

REGISTERED PROVIDER DETAILS

Name Princess Christian Nurseries, Nord Anglia Plc. 861615

ORGANISATION DETAILS

Name Princess Christian Nurseries, Nord Anglia Plc.
Address Nord Anglia Nurseries +/a Leapfrog Day Nurseries
Nord Anglia Education Plc, Anglia House, Carrs Road
Cheadle
Cheshire
SK8 2LA

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

Princess Christian is one of three day nurseries in the South West region which are part of the national chain Princess Christian Nurseries, Nord Anglia Plc. This large purpose-built day nursery is situated on the outskirts of Portishead on a rapidly developing business park and residential estate. It is within easy commuting distance of Bristol, Weston-Super-Mare and the M5 motorway. It operates from a single storey building, which comprises seven playrooms, a kitchen, laundry, staff room, office and toilets. There is also a fully enclosed garden for outside play.

The nursery is open weekdays, except for Bank holidays, from 07.30 to 18.00 for 52 weeks of the year except for Bank holidays. A maximum of 91 children may attend the nursery at any one time. There are currently 82 children on roll under 5 years, of these, 23 children aged 3 years receive funding for nursery education. The nursery supports children with special needs. No children who speak English as an additional language currently attend.

Currently there are eleven members of staff, seven of whom hold level three qualifications in early years and childcare. The setting receives support from a teacher from the North Somerset Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Princess Christian Day Nursery provides satisfactory care for children. The nursery offers a cheerful and welcoming environment. The nursery currently employs a high number of temporary agency staff. Permanent staff work well as a team, though staff working with children under two years have no person in charge. Procedures to protect children from staff who are not vetted are inadequate. The new manager is committed to improving standards. Sufficient toys and equipment are stored at the children's level throughout the nursery.

Staff are vigilant in promoting safety. The premises are secure. Staff actively promote good hygiene with the children and take appropriate measures regarding

illness. Drinking water is offered regularly and meals are mainly nutritious. There are insufficient resources to positively promote children's knowledge of the wider world. Staff have an adequate understanding of child protection issues and special needs, however assessment procedures are not followed through effectively.

A satisfactory range of activities and resources are offered to children, however staff do not plan and use these effectively to promote all children's development. Babies are not offered an environment that stimulates and encourages exploration. Staff listen and respond appropriately to children's questions and offer praise and encouragement. Children enjoy singing and use of the activity room. Most children's individual needs are met and their behaviour managed appropriately by the majority of staff.

Good relationships are in place between staff and parents. Staff share information about the children's day. Parents are happy with the care their children receive. Written parental permission to seek emergency medical consent is not in place for all parents. New policies, procedures and consent forms are in place, however these are only shared with new parents to the group. Most staff have a satisfactory knowledge of the group's policies and procedures.

What has improved since the last inspection?

Not applicable

What is being done well?

- Children are confident to approach staff who take the time to listen to their requests and respond appropriately. Staff have a strong commitment to improving their knowledge and providing the best care for children. The small team of permanent staff have effective working relationships. Staff work directly with the children for most of the time.
- The nursery is clean, warm and welcoming with children's work and information prominently displayed. Children have access to the outside play area and a well-resourced physical activity room.
- Staff are vigilant in promoting children safety. Effective systems are in place to ensure the premises are safe and secure. A password system is strictly followed ensuring children's safety when being picked by another person.
- Good systems are in place to ensure high levels of hygiene are maintained; staff have a sound knowledge of these, and follow procedures appropriately when incidents occur. Staff actively promote good hygiene practices with children, for example, by encouraging children to wash hands before meals.
- Good relationships are in place between staff and parents. Staff take their time to greet parents warmly and share information about the children's day, through informal chats and daily record sheets. Parents are happy with the care their children receive.

What needs to be improved?

- vetting arrangements, to ensure persons not vetted are never left alone with children
- organisation and direction for staff working with children under two years, to make sure a person with suitable experience of working with children under two years is placed in charge of the baby rooms
- staff's knowledge and planning of activities and use of resources to stimulate and promote children's progress in all areas of their development
- equal opportunities resources, to ensure that children have an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice
- staff's understanding of the special needs assessment procedures, to ensure they are able to effectively follow them through.
- policies and procedures, to ensure all parents and staff are informed of the new policies and procedures and written parental permission for emergency medical treatment is obtained from all parents

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.)

Since April 2004 Ofsted have received two concerns.

In June 2004 a concern was raised under standard 1: Suitable person, regarding the care of the children. We made an unannounced visit to the nursery and required the provider to ensure babies have opportunities to access outdoors regularly and to ensure that staff receive appropriate training for the care of babies and young children. The provider remains registered.

In August 2004 concerns were raised under Standard 1: Suitable Person, about babies being handled inappropriately, that there was no rapport between the children and staff, and that ratios were not being maintained. In addition, it was raised that a complaint was not dealt with appropriately and the concerns not fully investigated. Ofsted visited the Regional Manager and discussed the concerns in detail. We requested that an internal investigation be conducted and the findings and proposed action be reported back to Ofsted.

The provider reported back with details of their investigation, updated policies and procedures, and action that they intended to take. From this information it was clear that appropriate action had been taken to ensure that the National Standards were maintained. The provider remains qualified for registration.

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 must take the following actions by the date shown

Std	Action	Date
1	Make sure procedures to protect children from persons who are not vetted are followed	15/12/2005

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	ensure a person with suitable experience of working with children under two years is placed in charge of the baby room
3	Improve staff's knowledge and planning of activities and use of resources to stimulate and promote children's progress in all areas of their development.
9	ensure that children have an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice
14	ensure all parents and staff are informed of the new policies and procedures and written parental permission for emergency medical treatment is obtained from all parents

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

How effective is the nursery education?

Princess Christian Day Nursery's provision for nursery education has some significant areas for improvement. The children's progress towards the early learning goals is limited by significant weaknesses in the provision. The areas for knowledge and understanding of the world, physical and creative development are generally good.

The quality of teaching has significant weaknesses. Staff are enthusiastic in their teaching. They plan fun activities for the children. However, planning is not used effectively to ensure that all aspects of each of the early learning goals receive adequate, regular attention. The system for monitoring and assessing the children's progression along the stepping stones towards the early learning goals is not used effectively to inform the planning. Therefore, not all activities adequately support the needs of the younger and less able children or provide challenges for the children who are more able. Support for children with special educational needs is adequate. However, staff are not secure in their knowledge of the current special educational needs procedures for assessment. Behaviour in the nursery is generally good.

Leadership and management has significant weaknesses. Communication between the manager and staff is good. Staff work well together as a team and are keen to attend further development courses. There is an appraisal system in place however, this is not entirely effective as not all staff receive appropriate training. There is no clear system in place to monitor the setting's strengths and weaknesses resulting in gaps in the education provision.

Partnership with parents is generally good. Parents are kept well informed about their children's progress and development both formally and informally. However, they do not receive written information about the nursery's education programme.

What is being done well?

- There is a dedicated staff team who interact, talk, listen and question the children and plan fun activities for children to enjoy.
- Permanent members of staff use a positive approach to behaviour management by using praise and encouragement.
- The new manager is committed to improving the standards of the education programme within the nursery. There is good communication within the staff team.

What needs to be improved?

- staff's knowledge and understanding of the early learning goals to assist

them in delivering a broad and balanced curriculum

- the setting's ability to assess its own strengths and weaknesses to ensure gaps in the education provision are highlighted and actioned
- the monitoring and evaluation of children's assessment and development records to ensure that they inform the planning of children's future learning to ensure that younger and less able children's needs are being met and that older and more able children are sufficiently challenged
- curriculum plans to ensure that all aspects of the six areas of learning receive sufficient and regular attention.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Significant Weaknesses

Children happily come to the nursery. They grow in confidence as they learn to speak out in group situations although concentration and attention is not always sustained. Children learn to share and co-operate with their peers. They have good relationships with adults and confidently request assistance. Children learn to manage their own personal hygiene. However, more able children have insufficient opportunities to further develop independence through making choices and every day routines.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Significant Weaknesses

Children use language for thinking as they organise and sequence puzzles. They enjoy singing and repeating rhymes and songs and participate enthusiastically in the nativity play. Children learn to recognise and write their names. However, they do not have regular opportunities to practice their writing skills or write for a variety of purposes. They have insufficient opportunities to recognise familiar words and letters or make full use of the book corner to develop a love for books.

MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children have opportunities to recognise numbers during registration. They begin to develop an awareness of number operations through rhymes. Older and more able children do not have sufficient opportunities to count, recognise or write numbers over four or familiarise themselves with basic problem solving activities through every day routines. They learn mathematical language for position and measure. Children do not have regular opportunities to learn about shape, copy or create patterns.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children show an awareness of how things change as they discuss the weather during registration. They show an interest in how things work as they explore and investigate magic wands and perform simple operations on IT equipment. They begin to discover other peoples different cultures and beliefs during activities. However, children do not have regular opportunities to discuss past and present events in their own lives and those of their families or to identify features of the local community.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children move with confidence, imagination and safety as they explore large physical apparatus. They manoeuvre bikes and wheeled toys with care. They recognise the importance of keeping warm as they discuss what to wear in the winter. Children practice their co-ordination and small manipulative skills through ball games and handling tools. However, there are insufficient opportunities for older and more able children to extend their large physical skills and further develop their co-ordination.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children explore a variety of media, textures and materials through sensory activities. They develop an awareness of sound through a range of musical instruments and move rhythmically to music. Although children have experiences in imaginative role-play and engage in small world play, these opportunities are not regularly available to children. There are insufficient opportunities for children to use their creative skills imaginatively due to the expectation to produce a pre-defined end product.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable but has some significant areas for improvement. Children's progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- staff's knowledge and understanding of the early learning goals to assist them in delivering a broad and balanced curriculum
- the settings ability to assess its own strengths and weaknesses to ensure gaps in the education provision are highlighted and actioned
- the monitoring and evaluation of children's assessment and development records to ensure that they inform the planning of children's future learning to ensure that younger and less able children's needs are being met and that older and more able children are sufficiently challenged.

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.