

# Leapfrog Day Nursery - Peterborough

Inspection report for early years provision

---

**Unique reference number** EY221690  
**Inspection date** 30/09/2010  
**Inspector** Susan Rogers

**Setting address** Hampton Hargate Primary School, Hargate Way, Hampton Hargate, Peterborough, Cambridgeshire, PE7 8BZ  
**Telephone number** 01733 566321  
**Email** peterborough@leapfrogdaynurseries.co.uk  
**Type of setting** Childcare on non-domestic premises

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Leapfrog Day Nursery is one of a large group of nurseries run by Busy Bees PLC. It opened in 2002 and operates from a purpose built premises situated within Hampton, south of Peterborough city centre. There is ground floor access to the building and an internal lift for access to the first floor. The nursery serves children living in both the local and wider catchment areas. The nursery is open each weekday from 7am to 6pm all year round. All children share access to a secure, enclosed outdoor play area.

A maximum of 118 children may attend the nursery at any one time and there are currently 155 children aged from birth to under five years on roll. Of these, 47 children receive funding for early education. The nursery currently supports children with special educational needs and/or disabilities and children who speak English as an additional language. The setting is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

The nursery employs 31 members of staff, including the manager, who work with the children. Of these, one has a level 5 qualification, 14 members of staff have a level 3 qualification and seven members of staff have a level 2 qualification. Eight members of staff are unqualified. The nursery receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are cared for in a welcoming environment where staff provide mostly appropriate learning opportunities. One of the setting's strengths is its self-evaluation process. The setting sets out future improvements on an action plan, identifies strengths and weaknesses and implements these. The risk assessments are appropriately documented and most procedures are effective in protecting children's welfare and well-being. However, the safeguarding policy is not fully understood by all staff, as required by the Early Years Statutory Framework. Appropriate arrangements that encourage cohesive partnerships with parents and other agencies are in place, providing consistency of care and learning for the children. Staff are continuing to develop their knowledge and understanding of the Early Years Foundation Stage. Overall the setting demonstrates a capacity for improvement.

## What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure that the safeguarding policy is understood and implemented by all staff
- 22/10/2010

To further improve the early years provision the registered person should:

- review the hygiene procedures in the nappy changing areas to promote children's health and well-being
- further develop opportunities for children to undertake practical experiments, work with a range of materials and encounter aspects of their natural environments in real-life situations
- make systematic observations and assessments of each child's achievements, interests and learning styles, using these to identify learning priorities and plan relevant and motivating learning experiences for each child
- review the experiences provided so that these are appropriate to each child's stage of development as they progress towards the early learning goals.

## **The effectiveness of leadership and management of the early years provision**

Children are protected as the safeguarding procedures are appropriate and included in the staff induction. However, the safeguarding policy is not fully understood by all staff, as required. This is a breach of a legal requirement. The risk assessments are appropriately documented and potential risks are identified. The procedures for the selection and vetting of staff are appropriate and demonstrate that children are cared for by adults who have completed the required checks. The setting supports staff as they further their training and provides advice for staff regarding professional development opportunities. Staff development and progress is monitored by using an appraisal system. The premises are secure and the collection of children is appropriately monitored to protect their safety. The system for measuring the effectiveness of the setting is effectively documented and involves staff, parents and children. This process enables the setting to identify areas for improvement.

Policies and procedures are subject to regular review and are accessible to parents and carers. These include children's registration details, accident records and the registration details of children's attendance being suitably maintained. Most of the routines, such as regular hand washing and staff's access to sanitising lotion protect children against infections and illness. However, the hygiene routines in the nappy changing areas are not fully effective and, therefore, compromise children's health and well-being. Sick and infectious children are appropriately cared for with staff monitoring their progress and asking parents to collect their child where necessary.

Partnerships with other providers are developing adequately in respect of promoting children's continuity of learning and well-being. There are systems in place to support children who speak English as an additional language, with other languages being introduced to children during their learning experiences. There are sound procedures in place to support children who have additional needs and who need individualised care.

## **The quality and standards of the early years provision and outcomes for children**

Children are supported by staff as they are welcomed in to a warm and caring environment. They show interest in all of the available resources and engage in play opportunities that include other children, which help to develop their social skills and friendships. They are learning to recognise that their play is more enjoyable as they include other children. Babies are learning to communicate through eye contact and early sounds and are well supported by staff who closely understand their individual development needs. Babies are well supported as their physical skills develop through carefully chosen equipment and tactile experiences. For example, children who are learning to walk respond well as they use the walking gym and those who are crawling are encouraged as they move through a small tunnel with different textures on the floor.

A range of activities are provided that promote most areas of learning and development for children. They acquire effective communication skills as they develop ideas and imagined scenarios in the home corner, readily explaining to each other what they are doing. They construct a variety of three dimensional models, using building bricks and recycled food packaging. Listening to music is a firm favourite of the children as they dance and respond to the beat and mood of the music. Children are learning about other cultures through positive explanations, stories and images and there is suitable provision in place to raise children's awareness of the needs of others. However, opportunities for children to understand some aspects of the wider world are currently limited as they do not have free access to the outdoors and do not regularly encounter aspects of natural surroundings in real-life situations. The planning for children's development is mostly successful; however, not all staff understand the principles of the Early Years Foundation Stage and provide activities that some children have difficulty engaging with. Consequently, some children's progress is not extended, impeding their learning and development.

The system for recording children's progress is in the stages of development. Although their activities are recorded using annotated photographs and description, these are not sufficiently evaluative and are not consistently matched against individual areas of learning. This, consequently, provides limited information for staff as they plan for children's next steps.

Children learn to problem solve as they engage in a range of practical activities. They learn about size and volume as they cut into dough and arrange the pieces on a baking sheet. Questions from staff encourage children to use numbers as they count and calculate the pieces and ensure that the dough is distributed fairly. They create images of their own choosing and learn the concept of money as they pay for items in the play shop. The children also use a range of equipment and tools to cut, stick and dig as they play. Younger children experiment with the properties of corn flour mixed with water and shredded paper as they discover how the materials respond to their interaction.

Sleep times are available during the sessions, with most of the children choosing to

rest after lunch. Suitable provision is made for children who prefer not to sleep and babies are able to decide where to rest. Children learn about healthy eating through explanations and they enjoy a varied and interesting menu that is designed to offer effective nutrition. Children with special dietary requirements receive the full support of the setting, who research and ensure children's specific needs are met. Children's understanding of safety is sound, as responsible behaviour is reinforced by staff.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)



## Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met