

Leapfrog Nursery School

Inspection report for early years provision

Unique reference number

EY274463

Inspection date

13/12/2010

Inspector

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Type of setting

Childcare on non-domestic premises

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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 Neighbourhood Nursery is privately owned and has been established since 1996. It operates from two Victorian houses in Southsea, Portsmouth. They are situated opposite each other in the same road. Both sites have fully enclosed outdoor play areas and jointly cater for children aged from three months. The nursery offers full day and sessional care and is open Monday to Friday for 50 weeks of the year from 7.30am until 6pm. Children attend for a variety of sessions.

This particular nursery building at No.13 is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 54 children may attend at any one time. The nursery is divided into two groups and operates on the ground and first floor. There are ramps at the entrance and a lift to the first floor. Children are aged from approximately 15 months to three years. There are currently 97 children on roll and none who receive funding for nursery education. There are a number of children who have special educational needs and/or disabilities and who speak English as an additional language. Babies and over threes are catered for in the other nursery building.

The owner is a qualified teacher and endorsed trainer for High Scope. The owners of the nursery employ a qualified manager to be responsible for the day to day running of both nursery buildings and a nursery administrator, both form part of the management team. In addition, 14 staff work directly with the children, all of whom are qualified. The nursery adopts the High Scope approach to teaching and all staff are trained in High Scope as well as early years.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a vibrant, challenging and welcoming environment where their individuality is valued and they feel confident and secure. They benefit the strong management of the nursery and the dedication and commitment of an effective team of staff who know them well. Rigorous monitoring and evaluation in most areas enables the nursery to maintain consistently high standards overall and continuously develop. Most documentation and routine procedures are well-organised and effectively conducted. Highly successful partnerships with parents provide secure foundations from which children become highly motivated, independent learners who make good progress in their learning and development.

What steps need to be taken to improve provision further?

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

- obtain written permission from parents before 21/12/2010

administering medication to children (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register)

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

- increase the frequency of evacuation drills so that all staff and children have opportunities to participate and the premises can be evacuated quickly and safely in an emergency
- develop arrangements for sharing relevant information with other settings children attend in order to promote continuity and coherence in their care and learning.

The effectiveness of leadership and management of the early years provision

Effective measures are in place to ensure children's welfare is safeguarded and they are protected from harm. Clear management responsibilities are established which ensure child protection and welfare concerns are handled appropriately. Generally, policies and procedures are highly effective and underpin the smooth operation of the nursery. Robust recruitment and vetting procedures include thorough induction arrangements and ensure staff have a clear understanding of their roles and responsibilities. For example, staff have a secure understanding of the procedures to be followed should the building need to be evacuated in an emergency. However, drills are not practised frequently which means that not all staff and children have the opportunity to be involved in a practice to ensure it runs smoothly and they are familiar with what to do. Comprehensive risk assessments help ensure the premises are safe and secure and all potential risks to children are minimised. Most of the required documentation is in place and maintained to a high standard. However, written consent is not obtained from parents prior to the administration of medication used to reduce a high temperature, which is a breach of the regulations. Children's health is not compromised because the nursery has very clear procedures for the administration of such medication. It is only used in an emergency and with the verbal consent of parents. Children are then collected as soon as possible by parents so they can receive the most appropriate care and any possible spread of infection can be minimised.

Management and staff have high expectations for the nursery and work tirelessly to improve their practice. Rigorous and varied evaluation processes engage the views of parents and staff. When areas for improvement are identified action is quickly taken. Recommendations raised at the last inspection have been fully met and, as a result, children have access to a much improved outdoor area and younger children have greater access to a wider range of creative materials. A strong emphasis is given to the professional development of staff which ensures the nursery keeps up-to-date with current childcare practices and continually raises the quality of the staff team. Regular staff meetings and in-house training foster a culture of self-improvement and raises quality. The nursery is organised

exceptionally well to provide an exciting and stimulating atmosphere which is conducive to learning. Children clearly benefit from the range and accessibility of resources, effective deployment of staff and the safety and security of the premises. Staff get to know children and parents well. They ensure they are able to reflect different languages and cultures in the resources and activities they offer so that all children feel valued and respected.

Partnerships with parents are exemplary. They are extremely well-informed about the nursery and all aspects of their child's care and learning through an extensive range of written materials and regular verbal communications with staff. Excellent relationships established with parents contribute significantly towards children feeling confident and secure in their environment. The involvement of parents in the life of the nursery and their child's learning is actively promoted. Parents comment on how extremely satisfied they are and the excellent service the nursery provides. Clear systems are in place for working in partnership with other agencies and parents in order to support children's individual needs. For example, strategies are developed with speech and language therapists and portage. However, partnerships are not fully developed with other settings children attend in order to promote continuity and coherence in the care and learning they receive. Excellent transitional arrangements are in place when children move between groups within the nursery or change buildings.

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

Children are motivated, interested and engaged in a wide variety of activities that support their learning well in all areas of their development. Extremely effective settling-in and transitional arrangements between the different age groups ensure children quickly settle and feel secure. Many demonstrate a very strong sense of belonging to the nursery. They move around with confidence and ease as they choose what they want to do and settle down to play. They seek support from staff when unsure and eagerly share what they have made. Imaginative activities engage their interest and promote independence. Two-year-olds investigate ice. Knowledge and understanding is skilfully developed as staff encourage children to talk about what they are doing and introduce the vocabulary to express themselves. Children talk about the coloured glitter that has been added, how slippery it is and how cold it feels. They expertly fill big jugs with water and carefully carry them to the ice tray so they can find out how many they need to melt the ice. They learn to work cooperatively as they cluster together. Staff are continually aware of children's safety and automatically put towels on the floor to prevent children slipping when water is spilt. They talk about road safety when going for walks, although as fire drills are not frequently organised they have few opportunities to introduce arrangements for leaving the building quickly and safety should there be an emergency.

Younger children enjoy music and story time because staff enthusiastically sing and read to them. They are attentive to their needs and encourage their skills well, whether this is to decorate pictures with glitter, gain confidence in walking or

manage relationships with others. Each age group has their own special bear and a diary of his experiences helps to foster links between home and nursery. Children, parents and staff contribute written and photo entries which encourage a range of conversations at circle time.

Innovative indoor and outdoor environments, as well as planned activities, ensure children experience a broad range of activities and help them to make good progress in all areas of their learning. Staff know their key children well. Planning and assessment systems are generally the same throughout the nursery, although staff working with younger children do not usually record their next steps in each area of learning. Instead they rely on their individual knowledge of each child. Children's progress folders are shared with parents and provide a clear record of achievements and track their progression through the nursery. Regular planning meetings ensure that activities respond to changing interests and incorporate individual next steps. The excellent organisation of resources helps children to become independent and motivated learners. They are shown how to use toys and equipment safely and appropriately, and then given the opportunity to do so for themselves. Effective staff support allows for independent exploration and focussed intervention extends their learning.

Children's good health is promoted well. They enjoy nutritious snacks which encourage healthy eating and comply with individual dietary requirements. Parents are also involved through the promotion of healthy lunch boxes. Generally, children are encouraged to develop good hygiene routines. Older children quickly become adept at managing hygiene routines for themselves because there are low level sinks, soap dispensers and paper towels. Exercise and fresh air form part of daily experiences and children routinely develop their physical skills during active play in the garden and when using large indoor equipment. Hand-eye coordination quickly develops as they handle a variety of tools and equipment. As a result, pre-writing skills are effectively fostered at an early age. Clear and consistent boundaries, as well as frequent praise and encouragement, helps children to understand what is expected and, consequently, they behave very well. They quickly respond when they know it is time to tidy up and help to put the toys away. Staff work closely with parents to ensure children's individual routines are successfully respected and incorporated within the life of the nursery. Children flourish in nurturing environment provided and benefit from the positive relationships developed with staff and each other.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept). 21/12/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept). 21/12/2010