

# Leaps & Bounds Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	103163
<b>Inspection date</b>	03/03/2011
<b>Inspector</b>	Lynne Bowden

<b>Setting address</b>	Petherton House, Kenwyn Road, Truro, Cornwall, TR1 3SH
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<b>Type of setting</b>	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.

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## **Description of the setting**

Leaps & Bounds Day Nursery is privately owned. It opened in 1998 and operates from nine rooms in a large Victorian house. It is situated in the city of Truro, Cornwall. The nursery is open each weekday from 7.30am until 6pm for 51 weeks of the year. All children share access to several secured and enclosed outdoor play areas. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. They are registered to care for up to 65 children under eight years old at any one time. There are currently 159 children from three months to five years on roll. Four and three-year-old children and some two years old receive funding for nursery education. Children generally come from the Truro area, as most of their parents travel in to work in or around the city. The setting currently supports a number of children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery employs 19 childcare staff; two staff who are qualified teachers and one has a BA honours degree in Early Years. The remaining staff all hold early years qualifications to at least National Vocational Qualification level 2 or 3. The setting receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are very confident and secure at this setting, with safeguarding a strength. Staff plan and provide a range of activities which interest children and promotes their learning and development. The owners have made some improvements to the fabric of the building and staff act on feedback to improve the provision and are aware of areas for development. They work extremely well with other agencies to meet individual children's needs. Parents are given some information about the provision and their children's achievements and progress.

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

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

- develop the learning journeys further to show parents how their children progress and enable their involvement in their children's learning
- develop further efforts to maintain and improve the building to ensure that the indoor environment is homely and comfortable.

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

Children are safeguarded by the extremely effective recruitment and vetting procedures which ensure that children are cared for by suitable and qualified staff.

The safeguarding children policy, procedures and ethos is robust and ensures staff are informed and aware of their roles and responsibilities to safeguard children. Staff very effectively control access to the setting and conscientiously check the identities of all visitors. Regular risk assessments are carried out to keep the environment safe and the premises are secure. Regular fire drills are carried out and, following a review, changes have been made to reduce the evacuation time of the building, further enhancing the safety and welfare of the children. Staff follow checklists and timetables to ensure that all equipment and surfaces are cleaned and sterilised at regular intervals. Improvements have been made to the premises, with new windows and roof recently installed. However, evidence of staining from previous rain damage remains in some rooms. Staff ensure that children develop very good hygiene habits, by reminding them to wash their hands at appropriate times. The outdoor play areas are extremely secure and provide a variety of environments and experiences for the children. Health and nutritious snacks and meals are prepared on the premises and children are provided with drinks of milk or water.

The setting has met the recommendations made at the previous inspection. All involved are aware of any medication administered to children, because parents countersign their children's medication records. Staff are knowledgeable about the Early Years Foundation Stage and development matters. They make and record relevant observations, while assessment and planning records show children's levels of development and how staff use their interests to promote their development. Parents praise the staff fulsomely. They value the relationships their children build with staff along with the support and relationships that they themselves have with staff. Staff are welcoming and share information with parents both informally each day and through their children's learning journals, which parents are encouraged to read and contribute to. These include observations about their child's activities and regular summaries of their levels of development. However, these records do not include proposed next steps to enable parents to see just how the setting are promoting their child's progress or enable them to support their child's learning at home.

The setting works extremely effectively with other providers and variety of agencies to provide continuity of care and meet children's individual needs. Staff are all made aware of individual medical needs, such as allergies, and are trained to provide treatment if necessary. All staff have current paediatric first aid training, enabling them to deal with any accidents appropriately.

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

Relationships and interactions between adults and children are very good, with even very new children confident and comfortable with staff. Adults show genuine interest in the children, responding warmly to them with physical cuddles, facial expressions and verbal praise. Babies smile and raise their hands in anticipation of familiar workers picking them up. During nappy change they gurgle happily in response to adults chatting to them. Babies and young children quickly fall asleep,

as they feel confident in the setting and staff follow parents' instructions about their children's routines. Children show through their actions that they feel extremely safe and secure in the nursery at all times.

Children learn to go up and downstairs safely both indoors and on route to outdoor play areas. They enjoy and explore the variety of toys and activities provided for them. They enthusiastically explore a range of musical instruments, keeping a steady beat and listening to and watching how other instruments work. Staff encourage them to talk about their families as they build towers. Children develop awareness of size and measurement as staff encourage them to compare the height of towers with their own height. Children laugh in delight as a tower collapses, showing relaxed enjoyment in this very safe environment. Very able children are challenged and stretched as they practise their writing skills and identify all the letters of the alphabet.

Outdoors, children enthusiastically learn about their environment as they enjoy digging in the soil to search for insects and study them through magnifying glasses. They learn about plants, growth and the food cycle as they grow their own flowers and vegetables. In other areas children are able to let off steam in energetic play. They sing 'See Saw Marjorie Daw' as they play on the see saw and enjoy being pushed on swings. Children enjoy climbing to use the slide and some attempt to climb trees in the wooded area. Staff make an effort to take each group of children outdoors to play twice a day. Children learn to take turns, share resources and behave well. Older children show the awareness of routine and rules as they conscientiously enforce the maximum of four children at the sand tray rule, asking for adult support if necessary. They are also familiar with the routine of each group taking their first aid kit to the outdoor areas, with children eagerly offering to carry the first aid bag as they line up to go out.

Children have a good awareness and respect as they learn to value diversity, because they routinely use and access a range of resources that present positive images of different cultures and disabilities. They learn about their own and others' cultures when staff with English as an additional language introduce them to different languages. Children enjoy exploring books with staff. They listen to instructions on computer programs with concentration and develop their mouse skills as they follow the program.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

### 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

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
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:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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