

Leapfrog Day Nursery - Chelmsford

Inspection report for early years provision

Unique reference number	650090
Inspection date	09/05/2011
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Setting address	5 The Meades, Off New Writtle Street, Chelmsford, Essex, CM2 0GT
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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.

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Description of the setting

Leapfrog Day Nursery-Chelmsford opened in 2000. The nursery is part of a national chain of settings under the ownership of Busy Bees. The provision operates from a purpose built single storey unit and is situated within walking distance of schools and shops in Chelmsford, Essex. All children share access to a secure outdoor play area. A maximum of 99 children may attend the nursery at any one time. The nursery opens five days a week all year round with the exception of Bank Holidays. Opening times are from 7.30am to 6.30pm.

There are currently 151 children aged from birth to seven years on roll. Children aged three and four years receive funding for early education. Children attend for a variety of sessions, full days or out of school care. The nursery serves the local community and wider areas. The setting supports a small number of children who have special educational needs and or disabilities and those with English as an additional language.

This provision is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register.

The nursery employs 25 staff, of whom 16, including the managers, hold appropriate early years qualifications. Three staff members are currently working towards a recognised early years qualification, three additional staff members are extending their professional qualification and the manager is working towards a Bachelor of Arts in Early Years. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children in the early years age range are making outstanding progress as staff have an extensive theoretical and practical knowledge of the Early Years Foundation Stage and the developmental needs and learning styles of young children. Children's interests, emotional and social well-being are central to the provision of the nursery, ensuring all children are equally valued and are able to make a positive contribution. Safeguarding children, ensuring that they feel safe and promoting healthy lifestyles are integral features within the nursery. Self-evaluation has been successfully developed, however, further review is required to ensure progress is clearly identified and effectively tracked.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- develop further self-evaluations to identify and track progression.

The effectiveness of leadership and management of the early years provision

All required documentation such as written parental consents, medication records and children's individual details are meticulous and are maintained to a very high standard. Policies and procedures are in place and are extensive, and they fully reflect staff practice. Effective and robust recruitment, vetting and induction procedures are in place to ensure all those working at the nursery are suitable to do so. Children are extensively safeguarded as all staff know procedures to follow regarding any safeguarding concern. It is a mandatory requirement for staff to attend safeguarding training and there is a named safeguarding officer for the nursery, further protecting children. Staff have a very good understanding of what constitutes safe working practices, this includes social networking policies, nappy changing procedures and the safe storage of mobile phones. Risk assessments are comprehensive and are extensively implemented by the staff. There are clear procedures in place for the arrival and departure of children to and from the nursery as the individual electronic key fob system allows safe entry for all children, families and staff. Very good systems are in place for the checking and maintenance of equipment and resources, further minimising risks to children.

The organisation of daily routines, resources, the physical environment and staff deployment is exceptional as this ensures that all children are well cared for and continuity of care is extensively promoted. Lunch time arrangements are extensively organised to ensure babies and younger children have lunch at an earlier time and the rotation of mealtimes for the pre-school children promotes an enjoyable and sociable occasion, promoting children's independence. There are clear management structures in place and the effectiveness of the management team ensures that all staff are motivated and highly skilled in their roles and responsibilities. Teamwork is outstanding as staff work extremely well together, there is very good communication throughout the day, as there are constant discussions regarding daily routines and children's individual needs. The managers and staff are extensively committed towards providing very good early years care and play experiences, as they continue to build on their practices. Since the last inspection the nursery have addressed all previous recommendations and actions and implemented the 'Wake and Shake' programme for older children and 'Busy Babies' for younger children. There are clear development plans, these include greater partnership work and developing the garden area. Self-evaluation has been developed, however, further review is required to ensure progress is clearly identified and effectively tracked.

Partnership work with both parents and other agencies is outstanding. Parents are equal partners and are a vital resource in meeting the care and learning needs of all the children. There is very good verbal and written communications between parents and staff; daily discussions, parents' evenings, the notice board, regular newsletters and electronic communications further update parents about the nursery. The recently develop parent liaison group and the active involvement of parents on the equality forum helps to further promote communications with

parents. Parent's complementary comments include 'it is very good' and they highly recommend the nursery, 'staff knows children's individual needs very well' and also 'the very good range of activities'. Very good systems are in place with those delivering the Early Years Foundation Stage to ensure transitions are effective and continuity of care is promoted.

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

Planning and assessment arrangements have been extensively implemented within the nursery, ensuring that they are both cyclical and reflective of children's developmental needs and individual interests. Therefore children are exceptionally motivated to play and learn and are curious about their environment. Children's learning journeys provide a rich textual narrative as they include regular observations, individual play plans, photographs, next steps and parents comments. The information is linked into the Developmental Matters framework ensuring effective monitoring of children's progress. Equality, participation and inclusion are fundamental features of the provision, as resources, activities and planned celebrations and events reflect both the local community and the wider cultural world. Children enjoy participating in charity events, Easter, Chinese New Year and the Royal Wedding. Some cultural events are also combined with other celebrations, for example, Pancake Day with the Russian Spring Day celebrations.

All children across the age range are very happy and confident within the nursery, as they are able to fully participate in the extensive range of activities and play experiences that are provided. Staff are consistently purposeful and instructive in their interactions with the children, promoting sustained and shared thinking. As a result, children's play and learning is consistently consolidated and extended. Staff know children's individual needs and interests very well, therefore staff have a very good understanding of children's individual needs and personalities. Children's behaviour is good as they are effectively engaged in activities and staff and older children are positive role models. All staff are consistent and considerate in their interactions with children promoting continuity of care. Staff who care for the younger children form close attachments with them as they are careful and attentive in meeting their individual needs. They ensure that they are closely supervised at all times, and transitions of the day for example, nappy changing, mealtimes and sleeping arrangements are managed very well. Babies and young children are provided with very good play experiences across the six areas of learning, this includes sand, water, painting, sensory play and natural materials.

Children are inquisitive and independent learners as staff promote children's competences through daily routines and play experiences, as a result children's self-help skills are very good. All children are making excellent progress in their language and communication skills as the staff successfully create a language rich environment that encourages children's self-expression, and imaginations. All group rooms are effectively resourced with an extensive range of information and story books that are culturally diverse offering both instruction and delight. Older children enjoy the 'Farmer Duck' story and 'Our Family' album made by the

children. The Younger children enjoy nursery rhymes, a particular favourite is 'Tiny Turtle' and they enjoy 'Iggie Piggle' and 'Upsy Daisy' stories. Mark making is fundamental within the nursery across all the age range as there are daily activities that promote children's finer manipulative skills, for example, sand play for babies and sticking and gluing for older children. Consequently, children are skilled and competent in using mark making tools. Problem solving, reasoning and numeracy is an integral part of children's learning as it is promoted and embedded within daily routines across the age range, this includes number rhymes, and matching and identifying objects. The older and more able children are all confident counters and can identify more than and less through simple addition. The outdoor garden area is an integral feature of nursery life as children access the play area for most of the day. The garden area is extensive and provides exciting play opportunities, this includes creative activities, role play, large climbing equipment and also mark making activities and the designated book and art corners. Children enjoy learning about the natural world, as they go digging for insects and mini-beasts, they became particularly excited on finding a snail with green slime.

Children being safe and promoting healthy lifestyles is outstanding as these are integral practices within the nursery. Staff ensure that children know about their own personal hygiene, through daily routines, notices and discussions, such as hand washing. Staff ensure children wear appropriate clothing when playing outside, for example, sun hats and sun cream and that they have regular fresh air all year round. Children practise regular fire drills with the staff and staff continually remind and explain to them how to be safe, for example, using play equipment and walking around the indoor play space. Very good nappy changing procedures and the regular disinfecting of surfaces further minimises cross-infection. Meals and snacks are healthy and nutritious as the chef prepares the food on site and they ensure all food is low in fat, sugar and salt content. Excellent systems are in place to support children with dietary needs; this includes obtaining all the information, writing detailed care plans and regular reviews of children's dietary needs. Very good systems are in place throughout the nursery to ensure that all children have access to fresh drinking water, consequently, they remain hydrated at all times. Overall, their health and well-being is extensively promoted.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

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

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

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

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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