

Leapfrog Day Nursery - Basingstoke

Inspection report for early years provision

Unique reference number EY289892
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Type of setting Childcare on non-domestic premises

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).

Description of the setting

Leapfrog Day Nursery in Chineham is part of the Busy Bees group of which there are 132 nurseries. It registered in 2004 and is situated in a purpose built nursery on one level in Chineham in Basingstoke, Hampshire. The nursery is registered for a maximum number of 104 children from three months to five years on the Early Years Register. The nursery is open each weekday from 07:30 to 18:30 for 52 weeks of the year. All children share access to a secure outdoor play area.

There are currently 122 children on roll, of these, 55 children have funding for nursery education. Children come from a wide catchment area. The nursery supports children with learning difficulties and/or disabilities and those who speak English as an additional language.

The nursery employs 26 staff, of these, 16 including the manager hold appropriate early years qualifications. Three of the staff are working towards a childcare foundation degree and one a Level 4 NVQ. The nursery receives support from the company advisors and the local early years team.

Overall effectiveness of the early years provision

Overall, the provision is good. Systems are mostly good to ensure that the environment is safe, suitable and secure, although risk assessment procedures are not fully effective to ensure that all hazards are inaccessible to children. Children are comfortable, happy and secure in the nursery environment and planning takes account of individual children's interests and staff observations. Most staff demonstrate that they know the children very well, and this promotes each child's progress in their learning and development, and inclusion, though the inclusion of the children's home languages is insufficient within the nursery environment. The management team implement generally effective monitoring and self-evaluation processes to ensure that the provision is reflective and works to continually improve with detailed action plans in place. There is a strong ethos of continual professional development through in-house and external training courses.

What steps need to be taken to improve provision further?

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

- improve monitoring procedures to ensure staff follow procedures for health and safety for the checking of the toilets and to ensure the immediate removal of damaged resources
- ensure the hedging in the outdoor play areas is inaccessible to the children
- improve the outdoor play area to provide a stimulating challenging environment across all areas of learning, providing good opportunities for children to choose to learn inside or outdoors
- improve children's access to labelling and print in the environment in order to develop all children's awareness of the diversity of language including the

home languages of the children within the nursery and other languages introduced by the nursery staff.

The leadership and management of the early years provision

The manager and deputy work well together to develop an enthusiastic supportive team who value and support each other for the benefit of the children and ensure ratios are met. They are supported by a company operational manager who spends time in the nursery on a regular basis. There are well documented systems, policies and procedures in place to ensure the smooth running of the nursery, which are regularly reviewed at staff meetings in order to understand any changes. There are mostly effective systems in place to monitor the provision with a view to continuous improvement. Staff recommend the purchase of new resources for their rooms, and parents views are taken into account following annual company questionnaires, for example. The senior nursery management team has completed a full self-evaluation form and action plan which identifies strengths and areas for improvement.

Children are safeguarded as staff have a good awareness of child protection procedures and there are good security systems in place. Risk assessments are generally well documented. However, they do not identify all hazards, for example, the hedge in the outdoor play area has spiky branches and monitoring of the toilet area is not always effective to ensure paper supplies are replenished during the day. Children are safeguarded, as there are robust systems to ensure staff are suitable. There is a strong ethos of continual professional development and staff training needs are identified, with some staff attending higher level qualifications, such as foundation degrees and Level 4 qualifications. All staff are encouraged to attend training to develop their skills and improve their provision for the children, such as in the use of treasure baskets. The relationship between the nursery and parents and carers is good. Children's needs are effectively met as staff obtain relevant information on admission. The daily feedback and the good relationships between the key person and parent help children feel secure. Parents receive regular information via the room notice boards, newsletters, parents' evenings and daily feedback.

The quality and standards of the early years provision

The children are happy and enjoy their time at nursery. The good relationships formed with the caring, interested staff ensure they confidently enter the nursery and settle into the daily routine. Staff are well organised and provide a good mix of adult-led and child-initiated play within a child-centred environment. Children operate independently at the nursery as many toys and resources are set out at low level so that children can access things for themselves. Children enjoy exercise and fresh air daily and older children are able to access the outdoor play area freely as part of the learning environment. However, it does not provide stimulating and challenging activities across all areas of learning. Staff have a good understanding of the Early Years Foundation Stage so children progress well in all areas of learning. Planning for children's future learning targets takes account staff

observations and the children's individual interests and ideas, for example, to make pink ice cubes and sandwiches for tea. Effective procedures are in place to enable parents to view and discuss their children's learning records at open evenings. Staff and parents work together and share information so that the children receive consistency of care, and make good progress in their learning and development.

Children's safety is promoted well as there are good security systems in place and mostly effective safety procedures carried out by staff and management. These include daily room and garden checks. However, staff do not always immediately remove resources that are damaged, such as split sleep mats. Security is a priority of the nursery, for example, a coded door entry system ensures all visitors are monitored. Children learn to keep themselves safe through reminders from staff, such as through discussions about packing away toys and using tools, such as cheese graters, for example. The nursery has good systems in place to monitor sleeping babies.

Children behave very well as staff are respectful and provide a positive environment so that children are actively occupied. Staff encourage them to share and take turns and the children show care for their friends as they give them hugs and hold hands as they go out to play. Children develop independence in their self care skills. For example, they use the toilet and put on coats for outdoor play and get their own labelled cups to drink. Children enjoy well cooked nutritious meals. The nursery employs a cook and monthly menus ensure that a healthy diet is promoted. Meal times are sociable occasions with children enjoying a good range of healthy, home cooked food, of which there is plenty to satisfy appetite as children have second helpings, showing their appreciation of the food. Good systems are in place so that children are only served with suitable food, through the use of red plates and place mats, where allergies and preferences have been identified. Effective procedures are followed by staff to ensure the health of children, for example, bedding is individual to each child and a high number of staff hold appropriate first aid qualifications.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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