

Leapfrog Day Nursery - Morden, Martin Way

Inspection report for early years provision

Unique reference number	EY349182
Inspection date	26/07/2011
Inspector	Lindsay Farenden
Setting address	Leapfrog Day Nursery, 2-4 Martin Way, Morden, Surrey, SM4 5AH
Telephone number	020 8540 8090
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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 opened in 2007. It is one of a number of nurseries run by Busy Bees. The nursery is two converted houses in Morden in the London borough of Merton. It occupies two floors with a Baby room, Pre-Toddler, Toddler and Preschool room, kitchens, toilets, office and staff room. There are two separate garden areas for outside play. It serves the local area and is close transport links. The day nursery is open each week day from 8.00am until 6.00pm for 52 weeks of the year.

The nursery is registered on the Early Years and the compulsory part of the Childcare Register. A maximum of 56 children may attend the nursery at any one time. There are currently 69 children on roll in the early years aged group. Some children attend on a part time basis. The nursery provides funded early education for three-and four-year olds. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are a total of 20 staff including the manager. 16 staff hold early years qualifications to a level 2 and level 3. Two staff are working towards a degree in early years.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The staff create a safe and welcoming child-centred environment. They are provided with good levels of care and make positive progress in their learning and development in relation to their starting points. Overall children's individuality is valued and nurtured by the staff who have a good knowledge of each child's individual needs, interests and abilities. Staff work very closely with parents to ensure excellent continuity of care and that all their needs are met. They understand the importance of working with other agencies to ensure all children's needs are met. The manager and staff team are committed to ongoing development of the nursery. Children access some resources reflecting diversity. Through self-evaluation clear plans for the future are initiated, resulting in a service that is responsive to the needs of the children who attend and their parents.

What steps need to be taken to improve provision further?

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

- develop further the children's access in every day play to the range of books and play resources which reflect diversity
- improve further group story times, so they capture children full attention and interest

The effectiveness of leadership and management of the early years provision

Children's safety and welfare are effectively protected by way of comprehensive and procedures, which are in place to fully support the running of the nursery. Staff have a good understanding of the safeguarding procedures to follow if they have concerns about a child. Robust recruitment and vetting procedures ensure staff are suitable and enjoy working with children. Fire fighting equipment is in place and checked regularly to ensure it is in working order. Regular fire drills ensure staff and children learn to evacuate the premises quickly and safely. Children enjoy visits from local police officers who talk to children about road safety and stranger danger. The environment both indoors and outside is subject to thorough risk assessments, which ensures that potential risks are effectively minimized.

Children's welfare and learning is promoted through the good organisation of the setting. Staff attend regular in house and outside training to ensure they keep up-to-date with current childcare practices. Children benefit from a number of qualified staff who are clear about their roles and responsibilities. Children benefit from a bright and welcoming environment in which their own dedicated group rooms are equipped with furniture and play resources suited to their age and stage of development. The toys are attractively organised at a low level, so children can make independent choices about what they would like to play with. The management team constantly strive to improve practice by extensive monitoring and evaluating the quality and standards at the nursery. Staff and children's views are also taken into full consideration. Action plans are in place to ensure continuous improvement and better outcomes for children. For example, the nursery is soon to be refurbished and an extensive range of toys and resources have been ordered to further enhance children's learning. Recommendations from the last inspection have been addressed and have had clear benefits to children's experiences at the nursery.

Staff have built up excellent relationships with parents. Parents spoken to at the time of inspections were very complimentary about the staff and service provided. Right from the start parents' views about their children's routines, needs and interests are actively sought when the child first starts at the nursery and on a regular basis throughout their time there. Daily communication between staff and parents effectively supports children's development and ensures their changing needs are met. They are also very well informed of their child's progress through meeting and detailed reports throughout the year. Notice boards, newsletters, leaflets, photographs provide parents with a wide range of information. Parents' views and suggestions are acted upon from results from parents' questionnaires and the notice board in which parents put their ideas and any concerns they have. Staff are committed to providing an inclusive environment and cater well for children with English as an additional language, who make good progress in their learning. Staff demonstrate a positive attitude to working with external agencies to support the inclusion of children with special educational needs and or disabilities. Staff have started to build up good links with the school to ensure children's

transition is as smooth as possible. Posters portraying positive images of diversity are displayed in the nursery and children learn about cultural festivals that may be different from their own. They access a small range of resources which promote positive images of race and disability in everyday play. Children develop an awareness of those less fortunate than themselves as they participate in fund raising events.

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

Staff have a good understanding of the early years curriculum and interact well with the children, joining in with their play and encouraging their learning through discussion and open questioning. The key person system means that children's progress is regularly observed and recorded in their individual folders. These are used effectively to track children's progress and to plan experiences that help each individual child in their next step in their learning. Parents are encouraged to contribute their own observations to their child learning journals and provided with ideas to extend their child's learning at home.

Staff are warm and caring towards the children who form strong attachments to them. This results in the children feeling secure and safe in the setting. Children see their work displayed in an attractive manner which reinforces their self-esteem and pride in what they do. Children benefit from lots of praise and encouragement from staff. They behave very well because they are constantly busy and enjoying their play. Staff give older children very good support in helping them how to negotiate with each other over the sharing of toys.

Children in the toddler and pre-school rooms have the freedom of playing between their group rooms and the outside play areas. They thoroughly enjoy playing in the garden areas in which they access equipment to enhance their physical skills and play resources to enhance all six areas of learning. All children are provided with good opportunities to develop their creativity through a wide range of mediums, for example, paint, dough, sand, construction toys, music and role play. They like painting and making their own unique pictures and talk about them to staff.

Children use their imagination well, as they play with small world people and pretend to build a place for them to live in the sand. Children are developing good communication and literacy skills. Staff take time to listen and talk to children as they play. Children take an active interest in books and enjoy having stories read to them in small groups and on an individual basis. Older children have enormous fun as they act out a story read by staff in the garden. Children enjoy making marks and more able children are able to draw clear pictures of people and write their names clearly. Toddlers enjoy singing action songs together, although large group story time does not always capture their full attention.

Children use a wide range of resources to sort by size, colour and dimension to raise their awareness of colour, shape and measurement. They are beginning to count confidently and clearly understand numbers that are important to them,

such as their age. Children show a real interest in using technology as they access learning programs using an up-to-date computer. Very young children are secure in their surroundings and enjoy exploring a wide range of activities and resources set out for them by staff. They adore messy play, as they explore textures of different mediums, such as powdered puddings and water, paints and sand and water. They investigate toys with interest that require them to push and turn buttons.

Children are developing a very positive attitude towards a healthy lifestyle. Children know they need to wash their hands before meals and when ever possible are encouraged to become independent in their personal care. They access many experiences to develop their physical development, as they thoroughly enjoy using wheeled toys and climbing equipment in the garden. They visit the local park giving them further access to large equipment to promote their balancing and climbing skills. Children have great fun as they dance and sing to a 'wake and shake programme', which the parents are also welcome to do with their children at home. Staff carry out very high levels of hygiene to protect children's health.

Children automatically go to wash their hands before meals, showing they have gained an excellent understanding of personal hygiene procedures. A dentist visits the nursery and helps children to learn about the importance of taking care of their teeth. A number of staff are qualified in administrating first aid and a well stocked first aid boxes are easily accessible in each room. Children are provided with very nutritious meals which they eat with relish. Children are very proud of the vegetables they have grown, which help them develop an interest in healthy foods. Very high priority is given to ensuring specific dietary requirements are met. Older children serve their own meals, which enhances their independent skills. A recipe booklet has been produced for parents of meals that children receive in the nursery, as they have often commented on how much their children enjoy their food at the nursery.

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	1
The effectiveness with which the setting deploys resources	2
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	2

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	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	1
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