

Leapfrog Day Nursery - Rotherham, Oakwood

Inspection report for early years provision

Unique reference number	303256
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Inspector	Helen Blackburn

Setting address	Rotherham District General Hospital, Moorgate Road, ROTHERHAM, South Yorkshire, S60 2UD
Telephone number	01709 836669
Email	rotherham@busybees.com
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

Leapfrogs Day Nursery is one of many settings managed by Busy Bees Day Nurseries (Trading) Limited. It opened in 1997 and operates from a converted building situated in the grounds of Rotherham District General Hospital. The nursery is close to schools, shops, parks and public transport links. Children are cared for in five rooms and they have access to a fully enclosed outdoor play area. The nursery is open each weekday from 7am to 6pm, all year round, except for public bank holidays.

The nursery is registered on the Early Years Register. A maximum of 74 children may attend the nursery at any one time. There are currently 102 children aged from birth to under five years on roll, some in part-time places. The nursery supports a number of children with special educational needs and/or disabilities and children with English as an additional language. The nursery provides funded early education for three- and four-year-olds. The nursery is also registered to provide care for children aged over five years and is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. There are currently no children in this age range on roll.

There are 25 members of childcare staff employed at the nursery. Of these, 22 hold an early years qualification to level 3, two staff hold early years qualifications to level 2, one is qualified to level 4 and the manager has achieved Early Years Professional Status. The nursery is a member of the National Day Nursery Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and they have good relationships with the practitioners. Overall, practitioners work well with parents to meet children's needs and to support their learning. The children are cared for in a safe and clean environment that positively promotes diversity, positive behaviour and children's independence. Overall, the deployment and organisation of resources is good. The nursery implements a comprehensive range of policies and procedures, which supports the safe and efficient management of the setting. There are a number of robust monitoring and self-evaluation processes in place, which contributes towards the setting having a focussed and very committed approach towards improving outcomes for children.

What steps need to be taken to improve provision further?

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

- make more use of the local neighbourhood to extend to children's experiences and to promote a sense of place and community

- improve the organisation of the book areas so that children are encouraged to access books
- improve and explore different ways to encourage parents to be involved in their child's learning.

The effectiveness of leadership and management of the early years provision

The arrangements for safeguarding children are good. Practitioners are fully aware of their roles and responsibilities in reporting and monitoring concerns. They access safeguarding training and complete a detailed induction programme so that they understand what the management team expects of them. There are robust recruitment and vetting procedures in place to ensure all adults are suitable to work with children. In addition, through appraisals and peer observations, management effectively monitor and support practitioners ongoing suitability and professional development. The nursery maintains an extensive range of comprehensive documentation, policies and procedures, which practitioners implement well in their day-to-day practice. For example, when children are taken ill, practitioners quickly contact parents to ensure the children receive the care they need and to minimise the risk of infection to others. This contributes to the safe and efficient management of the setting. The children are cared for in a safe and secure environment because the practitioners supervise children's play and carry out regular safety checks and risk assessments. Overall, deployment of resources is good. Resources are maintained in good condition and practitioners deploy themselves well around the nursery to ensure they meet adult to child ratios, both indoors and outdoors. The organisation of resources enables children to make safe and independent choices in their play. However, although practitioners make good use of the hospital grounds to extend children's experiences, they do not fully utilise other resources within the local community and neighbourhood.

Practitioners' ambition, drive and commitment towards promoting high standards of care and education are excellent. There are a number of robust systems in place that contribute to promoting sustained improvement, including making significant progress in addressing the recommendations made at previous inspections. For example, self-evaluation, reflective practice, internal quality improvement audits, realistic action plans and company initiatives all support practitioners in striving towards improving the service they offer. This contributes towards the practitioners and the company directors sharing the same vision, leading them to set clear goals and targets. Self-evaluation is inclusive because all practitioners, parents, children and other professionals contribute to the process. For example, through a parent's liaison group, questionnaires and discussions parents are able to suggest their ideas. Commitment towards providing a highly skilled qualified workforce is excellent. For example, most practitioners are qualified to level 3 and some beyond. In addition, practitioners access a wide range of training courses so that they enhance their skills, experience and knowledge.

Relationships with parents and others involved in children's learning are good. Through regularly sharing and exchanging relevant information with parents, practitioners are able to meet children's individual needs. Information boards,

comprehensive policies, procedures, welcome packs and newsletters ensure that parents receive good quality information about the service provided. Practitioners inform parents of their child's achievements, well-being and development through discussion, diaries and parents evenings. However, the use of home observation sheets, a system for parents to share children's experiences at home are not working effectively. Practitioners work well with other settings children attend, for example, they regularly share information on children's progress and experiences. In addition, practitioners work well with other professionals and external agencies to ensure children receive the support they need.

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

Practitioners have good relationships with the children, they are actively involved in their play and they meet their individual needs well. There are very good and consistent systems in place regarding the approach to observation, planning and assessment. This supports children in making good progress in their learning. Practitioners are aware of children's abilities, likes and interests and they use this knowledge to plan activities to support their individual needs. This contributes towards children having a positive and enthusiastic approach to their learning. In addition, practitioners make very good use of the outdoor environment for children to learn. Overall, the resources, equipment and experiences available promote all areas of learning. However, the book areas in some parts of the nursery are not very inviting. Children have opportunities to become independent learners, for example, they make their own choices in play and they are encouraged to try simple tasks for themselves, such as pouring their own drinks. The children are happy and they have a positive and enthusiastic approach towards their learning. For instance, babies explore their environment with interest; they laugh and smile when playing peek-a-boo and they babble with excitement when singing rhymes and songs. Children express their creativity and use their imagination well. For example, older children eagerly talk about where they are going when playing on the boat and younger children eagerly want to join in with the painting activity. Through activities, such as growing their own foods, composting and recycling the nursery is contributing to promoting a sustainable environment.

Through everyday routines, such as hand washing, children are learning about the importance of adopting good personal hygiene practices. The nursery meals and snacks are of high quality, freshly cooked and nutritionally balanced. In addition, through children taking part in cooking activities and growing their own foods, the children are learning where foods come from and the importance of making good choices. Through making effective use of the outdoor area, children have very good opportunities to develop their physical skills. For example, children enjoy balancing and climbing on the 'trim trail' and babies have the space and freedom to roll and crawl. In addition, older children enjoy taking part in 'wake up and shake up' activities, that encourage them to wake up their minds, ready for learning. Through activities, such as, drawing, using rakes to make marks in the soil, exploring different medias textures and children are developing good dexterity and coordination skills. Practitioners have good relationships with the children and

through meeting their individual needs, children feel safe and secure in their care. Children are developing a good understanding of how to keep themselves and others safe. For example, they talk about road safety and take part in fire evacuation practices.

The children's behaviour is good. Practitioners provide positive role models and consistent routines, which means children know what is expected of them. Through games, discussion and other activities, children learn about the importance of sharing and taking turns. This helps them to develop cooperative relationships with their peers. Practitioners make good use of praise, which results in children having confidence and a positive self-esteem. Through talking about differences, valuing children's individual backgrounds, celebrating different festivals and traditions and having a good selection of resources that promote positive images of all people in society, the children are learning about diversity and the world in which they live.

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	1

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	1
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

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	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

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