

Learn to Leap Day Nursery

Inspection report for early years provision

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Type of setting Childcare - Non-Domestic

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Learn to Leap Day Nursery opened in 2011. It is owned by a private company, Learn to Leap Day Nursery Ltd. It operates from a purpose built building in Chadwell Heath in the London borough of Redbridge. The nursery serves the local community and is open each weekday from 7am to 7pm all year round. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 65 children may attend the nursery at any one time. There are currently 14 children on roll, all of whom are in the early years age range. There are fifteen members of staff, all of whom hold early years qualifications to at least level 2. The nursery provides funded early years education for three- and four-year-old children.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, children's needs are met well and they make good progress towards the early learning goals of the Early Years Foundation Stage. They have easy access to outstanding resources that support their learning across all areas. Thorough safeguarding procedures help to keep children safe. Partnerships with parents and other professionals are well-developed and support each child's unique needs. Self-evaluation systems are used effectively to develop better practice across the nursery.

What steps need to be taken to improve provision further?

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

- help children develop a strong sense of themselves as a member of different communities, for example by sharing photographs of their families, friends, pets or favourite people.

The effectiveness of leadership and management of the early years provision

All staff attend regular safeguarding training. This means that they are able to follow effective procedures to safeguard and support children. They carry out daily risk assessments across the whole nursery, both inside and outside, to minimise any potential risks to children. They maintain all necessary documentation which helps them to meet the needs of children.

The management has high expectations of staff to develop and progress through training. This helps staff to support children's learning effectively. It also embeds

ambition and drives improvement, as a number of staff are working towards a level three qualification in childcare. Children benefit from easy access to furniture, equipment and resources that are of a high quality and highly stimulating. These fully support their learning and development. The nursery has been planned and built with outstanding foresight and this also contributes greatly to meeting the needs of the children in each age group. The garden is ground-breaking in design and helps children to flourish across all six areas of learning.

The nursery actively promotes equality and diversity and takes positive steps to value the many different backgrounds of the children and staff. Children make daily use of resources that reflect different cultures which supports their positive understanding of others. They show a good understanding of diversity as they celebrate different festivals with staff and parents. This means that they learn about backgrounds that are different to theirs. Staff have established good working partnerships with other providers which make a strong contribution to children's achievement and well-being. They have strong links with other professionals which help them to meet any specific needs that children may have. They have highly positive relationships with parents and provide a supportive environment for them. They invite parents to give regular feedback about the nursery to help improve practice. The nursery has robust self-evaluation systems which focus on meeting the needs of the children and parents. This means that managers can successfully address identified weaknesses.

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

Children are secure and develop a sense of belonging in the setting. They learn about the boundaries for behaviour each day as they play and interact with staff. They play in the garden, take turns and know how to play with the resources safely. This helps them to develop a good understanding of how to keep themselves safe. Children adopt healthy lifestyles. They eat a range of healthy snacks and discuss why they are good for them. They enjoy snack time as they sit in the garden in small groups and confidently serve themselves. They adopt good hygiene routines, using the bathroom independently before and after meals to wash their hands. They play on the bikes and large play resources in the garden, which supports their physical well-being.

Children progress well. Staff promote the early learning goals effectively and clear planning, as well as detailed observations and assessments, help children to progress and develop. All children display a strong sense of belonging to the nursery and are happy and engaged in play with each other and staff. They visit local places in the community such as the library, local parks and places of worship. This supports their understanding of the wider world and the people who live in it. However, their self esteem and sense of themselves as a member of different communities is not fully promoted since displays do not show children and their families and special people in their lives. Babies explore their surroundings with curiosity, as they stand up and begin to climb in the garden. This shows they are beginning to develop skills for the future. Older children share

and take turns with play resources as they play.

Children are motivated to learn as they take part in challenging play in the garden. They develop their physical skills as they walk along beams and ride along the painted road in the garden. They interact and develop social and emotional skills by talking with others and forming effective relationships. They use language well as they play, asking questions of staff and of each other. They enjoy listening to stories. They are developing good numeracy skills. They count up to ten as they work out how many grapes they have at snack time. They problem solve as they build with construction materials, fixing different sized pieces together. They enjoy creative play as they explore paints, foam, water and sand. They make shapes and feel the different textures and learn about the range of colours.

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

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| 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

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| 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 | 2 |
| The effectiveness with which the setting deploys resources | 1 |
| 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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| 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

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| 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