

Leaps and Bounds Children's Centre and Day Nursery

Inspection report for early years provision

Unique reference number	EY418276
Inspection date	14/07/2011
Inspector	Adelaide Griffith
Setting address	161 Gillott Road, BIRMINGHAM, B16 0ET
Telephone number	01212 464922
Email	kumaran95@hotmail.com
Type of setting	Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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

Leaps and Bounds Children's Centre and Day Nursery is privately owned and was registered in 2011. It operates from four base rooms in a converted building in the Edgbaston area of Birmingham. The setting serves the local area and has strong links with the feeder schools. Children also come from further afield and is used by parents who work in the city centre. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The setting opens Monday to Friday from 7.45am to 6.15pm, all year round, except for bank holidays and a week at Christmas. Children are able to attend for a variety of sessions. A maximum of 58 children may attend the nursery at any one time. There are currently 61 children attending who are within the Early Years Foundation Stage. The nursery also offers care to children aged over five years. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery provides funded early education for two, three- and four-year-olds. The group supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 16 employs members of childcare staff. All hold appropriate early years qualifications to at least NVQ Level 3 or above. One member of staff holds the Early Years Professional Status. The nursery 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 Foundation Stage are making very good progress in their learning and development. On the whole, children's welfare is substantially safeguarded and their individual needs are admirably met. The self-evaluation is embedded and there is a very strong capacity for continuous improvement, with plans for further development. The management and staff work extremely well with parents and other agencies to ensure children get the support they need to make consistent progress from their starting points.

What steps need to be taken to improve provision further?

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

- reviewing facilities to ensure that there are more effective hygienic sterilisation procedures for dummies and the storage of all toothbrushes.

The effectiveness of leadership and management of the early years provision

There is a very strong emphasis on safeguarding, with robust policies and procedures that are understood by staff and parents. Designated staff fully understand their responsibility to protect children and rigorous recruitment procedures ensure that all adults working with children are suitable do so. The environment, both indoors and outside, is subject to comprehensive risk assessments that minimise potential hazards to children at all times.

The management and staff share the vision to provide a high quality service. They are focused on ensuring that they nurture happy and confident children who develop well, whilst giving them the best possible start in life. They strive to achieve this through a number of ways. For example, frequent staff meetings are held to discuss the running of the nursery. The self-evaluation process is viewed as a work in progress and provides a framework to make consistently effective changes. The management is thoroughly committed to the professional development of the staff who are empowered to take responsibility for different aspects of the provision. As a result, initiatives, such as peer observations, have become a feature of the strongly-established culture of reflective practice. Self-evaluation is used rigorously to monitor how the nursery meets the needs of all users. Children and parents are active partners in this process that suggest a very high capacity to maintain continuous improvement through further development of the setting.

Children's unique attributes are hugely recognised and all are well integrated. The staff update their skills and knowledge on a regular basis and effectively help children learn about the society in which they live. Children's understanding of diversity and difference is enhanced as they celebrate festivals and special events. The activities and a good selection of resources reflect the wide backgrounds of the children and this ensures that they have a real sense of belonging. All children have unhindered access to equipment and toys and staff are deployed with maximum effect to support children in groups or individually.

The management is responsive to feedback received from parents and have provided several workshops as requested. Inclusive systems of communication with all parents, including those who speak English as an additional language, result in an excellent partnership and engagement. Parents receive detailed information about all aspects of the nursery. For instance, the Early Years Foundation Stage is available in colourful booklets. Parents praise the setting for their commendable communication systems and they express immense satisfaction with their child's progress and the professionalism of the staff. Parents are consistently involved in their child's development through opportunities to contribute to the learning journal and regular consultations relating to their progress. The nursery has extensive partnership links, with a raft of external agencies and other early years providers. This ensures that children are supported through these relationships and the transition between the setting and local schools is well organised.

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

Children enjoy their time at the nursery and they engage in fun activities with the enthusiastic staff. Learning is effectively promoted through play activities. For instance, through sand play children learn to use mathematical language, such as 'more or less' because staff model these. They count the number of ducks in the water tray and gain a good understanding of floating. Children's awareness of the world around them is growing through visits to local venues, for example, the library. The forest school concept was recently introduced and staff have innovatively organised outings to nearby wooded areas to provide authentic experiences.

The staff have a well developed understanding of the Early Years Foundation Stage and use highly effective systems to support children to achieve consistently good outcomes from their starting points. They make sensitive observations of the children as they learn through play. The information gained is used to record assessments of children's progress. The staff are confident to invite children's suggestions and include their preferences in the planning. The highly-experienced staff are skilled at identifying where children need additional support to achieve a similar level of development to that of their peers. They are sufficiently versatile in their approach and this means that children's individual abilities are supported through specifically-planned activities and free play. This provides a context for nurturing children's learning substantially.

Staff have caring relationships with children who form strong bonds of attachment to adults and other children within the nursery. Children's good health is significantly promoted. They develop independence because an open snack bar facility is available and children access a selection of fresh fruit and drinks. They take responsibility for personal hygiene by washing hands unaided or with minimal assistance. All children play outside daily and lifestyle choices are encouraged through freshly cooked meals that include options for religious and cultural reasons. Children state that they develop muscles by eating their dinner and some identify favourite vegetables, including broccoli and carrots.

Children are effectively protected against infection. For instance, the premises are maintained in a clean condition throughout. However, the arrangements for sterilising pacifiers and the storage of toothbrushes in some rooms are not sufficiently rigorous. Consequently, children's well-being might be compromised. Children's behaviour is exemplary and they show an awareness of keeping safe. They blow vigorously on food and explain that it is hot. Children play well with peers and share resources which they choose of their own accord. The wealth of activities provides a rich learning experience for the children and ensures that they develop appropriate skills for the future in their progress towards the early learning goals.

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

The quality of the provision in the Early Years Foundation Stage	1
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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