

# Leaping Lizards Day Nursery Ltd

Inspection report for early years provision

---

|                                |                |
|--------------------------------|----------------|
| <b>Unique reference number</b> | EY365093       |
| <b>Inspection date</b>         | 28/06/2012     |
| <b>Inspector</b>               | Jacira Pereira |

|                         |  |
|-------------------------|--|
| <b>Setting address</b>  | Whittington Park Community Centre, 86 Yerbury Road,<br>London, N19 4RS |
| <b>Telephone number</b> | 020 76193624   |
| <b>Email</b>            | tom@leapinglizardsnursery.co.uk  |
| <b>Type of setting</b>  | 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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

## 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

Leaping Lizards Day Nursery Ltd registered in 2007. The provision was previously registered under the name of Monkey Puzzle Day Nursery in 2002. The nursery is situated in Upper Holloway in the London Borough of Islington. The nursery operates from the Whittington Park Community Centre. The areas used by the nursery include two group rooms on the ground and first floor, two children's toilets situated on the ground floor, an office and two outside play areas. The nursery opens each weekday from 8am until 6pm all year round. It is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. A maximum of 34 children in the early years age range, over the age of two years, may attend at any one time. There are currently 46 children, aged from seven months to five years on roll. The nursery is funded to provide some free early education to children aged three and four years. The nursery employs three part-time staff and 12 full-time members of staff who work directly with children and, of these, 10 hold relevant early years qualifications at level 3, one at level 2 and one at level 4.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children, including babies, are very settled, feeling safe, secure and happy as the staff meet their individual needs and interests well. The environment and resources are inviting and generally support children's welfare and progress effectively. A system for monitoring and assessing that progress enables effective planning for individual children's next steps in learning. Staff members attend regular training and have a strong understanding of the Early Years Foundation Stage regulations and requirements. A self-evaluation procedure is well established and results in changes that improve outcomes for children; consequently, the nursery shows a strong capacity to maintain improvement.

## What steps need to be taken to improve provision further?

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

- extend risk assessment so that it covers anything with which a child may come into contact, with specific reference to trees in the garden area
- improve further the use of resources to support children's creative development and knowledge and understanding of the world, by encouraging them to use all their senses as often as possible and to practise their information and communication technology (ICT) skills frequently.

## **The effectiveness of leadership and management of the early years provision**

All policies and procedures are generally updated and implemented effectively, so children are protected and safe within the nursery. Staff are well trained to recognise any child who may be at risk and all staff know how to respond if there is a concern. The staff team is stable, many having worked at the nursery for a number of years, thus helping continuity of care. Employment procedures are robust and make sure that all staff undergo required checks to verify that they are suitable for their roles. The systems for risk assessment are implemented consistently. Staff check the environment inside and outside on a daily basis to remove the majority of items which may pose a risk to children. The risk assessment does not take into account everything with which a child may come into contact, however, such as cherries that have fallen from trees in the garden. Good hygiene procedures are carried out by staff, who ensure resources are kept clean, and appropriate steps are taken to prevent the spread of infection.

Management has a clear vision for the future of the nursery and communicates this plan effectively to the staff to help secure improvements. There are regular staff meetings, inset days and appraisals to support staff development and ensure they remain motivated. The manager involves staff in decision making and planning. For example, staff have been redeployed into different rooms after expressing their desire to gain further understanding of child development by working with children from a different age group. Views from parents, children and other professionals are sought and acted on as part of the self-evaluation process. This system helps identify the nursery's strengths and weaknesses effectively and subsequent action includes a better system to smooth children's move between rooms, and development of summer picnics and sports days. There is consistent and continuous improvement, and recommendations from the last inspection have been addressed effectively.

Staff are deployed well to ensure that children are supervised and supported. Available resources are well maintained. They are used effectively overall, and most are stored so children can select activities for themselves safely and independently. There are fewer natural resources, however, so that children do not often use all their senses in order to find out about the world around them.

The manager and staff implement the nursery policy on equality of opportunity effectively. They acknowledge differences between children and their differing backgrounds, know the children for whom they have special responsibility well, and plan carefully to meet children's individual requirements.

The nursery has a strong relationship with parents. There are clear channels for communication, both verbal and written, with a regular newsletter providing good information about events in the nursery. Parents entering the nursery may make use of a useful notice board which displays information regarding daily activities and meals eaten during the day. 'Home link' books help staff and parents to share information effectively between home and the nursery, which informs any parents who do not come to nursery. Parents discuss their children's progress with their

linked member of staff. Parents comment that they particularly like the friendly staff and that their children are cared for in a family-like environment where they make friends and are happy.

Partnerships with other professionals are good. There are programmes that help to support children's individual development needs well. Staff are pro-active in making links with local schools to which children move when leaving the nursery. They establish worthwhile links and share children's records and achievements as appropriate.

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

Children progress well overall in all areas of learning and development, showing excitement and enthusiasm to learn. The dedicated staff team is well deployed to offer support and guidance, ensuring children enjoy a reasonable range of exploratory and investigative play, indoors and out. They have a wonderful time playing with musical instruments, enjoy singing familiar action songs and take great pleasure in looking at books and listening to stories. Children develop their early writing skills well as they explore the range of resources for making marks, using implements such as paintbrushes, crayons and chalks. Children are beginning to recognise letter names and sounds, including those in their names, as well as learning numbers. Posters and labels displayed clearly around the room, allow them to see letters and numbers all around them. All such activities help children gain useful skills for their future lives; however, while children play with some ICT equipment, these resources are not made readily available to them to use when they wish. This oversight somewhat restricts their chances to practise and develop their skills in this area.

Children use their imaginations well, for example, as they make models using cardboard boxes to create 'pirate ships' and 'telescopes'. A broad range of activities, including exploring textures, is enjoyed as they play with sand, rice and cornflour, but, overall, children are not encouraged to use all their senses as much as possible. They have great fun outside playing with bikes, cars and ball games. Outdoor play includes regular visits to the local park, as the pre-school's equipment provides little physical challenge to the more athletic children.

Babies and toddlers learn useful early skills to support future learning and show increasing interest in their surroundings. They move quickly and with confidence when called for singing time, and then happily clap hands. Staff are very attentive and vigilant at all times, keeping them secure and safe. Staff apply 'rules' consistently so children understand what is expected of them and are very well behaved. For example, on the way to the park they walk sensibly, chatting to one another as they do so.

Children learn more about themselves and others through using appropriate resources and engaging in suitable activities planned by staff. For example, they take part in special events and respond to different festivals throughout the year,

helping them to develop their understanding of the wider world and respect for one another's backgrounds.

Most children adopt good personal hygiene routines with older children remembering to flush the toilet and then wash their hands. They enjoy preparing their own healthy fruit snacks and help themselves to water when thirsty. Meals are freshly prepared, appetising and nutritionally balanced. Children enjoy daily fresh air and exercise, having great fun in the outdoor area and park, progressing well in adopting healthy lifestyles.

Children benefit from hearing talks on safety from the police and fire services, which help their understanding of dangers and how to keep themselves safe. Children remember the importance of holding hands when going on trips out and know the basics of how to cross the road safely.

## 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

|  |   |
|--|---|
| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 2 |
| The capacity of the provision to maintain continuous improvement                                     | 2 |

### The effectiveness of leadership and management of the early years provision

|  |   |
|--|---|
| <b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>            | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement         | 2 |
| 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

|  |   |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
|--|---|

### Outcomes for children in the Early Years Foundation Stage

|  |   |
|--|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 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 |

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](http://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