

Leapfrog Day Nursery - Rotherham, Oakwood

Rotherham District General Hospital, Moorgate Road, Rotherham, South Yorkshire, S60 2UD

Inspection date	24/04/2013
Previous inspection date	07/09/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff create a nurturing environment where children settle, enjoy themselves and become increasingly confident. Parents feel welcome and appreciate the regular exchange of information about their child's experiences.
- Children make good progress because staff have a secure understanding of the learning and development requirements, which they use to plan a wide range of activities and experiences for each child.
- Children's behaviour is good as staff are positive role models. They are deployed well and provide clear guidance for children about what is acceptable behaviour.
- Staff meet safeguarding and welfare requirements well for each child. Robust and rigorous policies and procedures are implemented, which ensure that children are protected effectively.

It is not yet outstanding because

- The role play areas in the toddler and pre-school rooms occasionally lack challenge and interest, to further develop children's play and learning.
- Staff do not consistently use mathematical language in everyday routines or play in order to extend children's understanding of numbers and enhance their mathematical skills.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in all rooms and the outside learning environment.
- The inspector took part in a joint observation of an activity in the pre-school room.
- The inspector held meetings and observed practice with the manager of the nursery.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of staff working within the nursery, the provider's self-evaluation form and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Tara Street

Full Report

Information about the setting

Leapfrog Day Nursery - Rotherham, Oakwood was registered in 1997 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a converted building situated in the grounds of Rotherham District General Hospital, and is one of a number of nurseries owned and managed by Busy Bees Day Nurseries Limited. The nursery serves the local area and is accessible to all children. It operates from five playrooms and there is an enclosed area available for outdoor play.

The nursery employs 21 members of childcare staff. Of these, one holds Early Years Professional Status, 18 hold appropriate early years qualifications at level 3, one holds an appropriate early years qualifications at level 2 and one is currently working towards an appropriate early years qualification at level 2.

The nursery opens Monday to Friday for 52 weeks of the year with the exception of public bank holidays. Sessions are from 7am until 6pm and children attend for a variety of sessions. There are currently 94 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. The nursery is a member of the National Day Nurseries Association.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- enhance the use of the role play area in the toddler and pre-school rooms so that it is attractively resourced with items that reflect children's lives and communities and develop further the opportunities for writing for a purpose in this area
- provide further opportunities for children to hear and use mathematical language, such as encouraging children to sort objects into groups or counting the pieces of fruit on their plates at meal times.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have good knowledge of the revised Statutory Framework for the Early Years Foundation Stage. They have high expectations of all children as they complete a range of good quality assessments. These clearly show the Development Matters in the Early Years Foundation Stage age-bands children are working within and this is tracked over time to

demonstrate progress. Detailed individual learning journal files and summaries of learning are completed for all children. Parents have regular access to this information, which keeps them informed of their child's progress and they are actively encouraged to share information about their child's learning at home. For example, parents complete home observation sheets and add comments to their child's daily diary. This means there is shared knowledge about children and a complete picture of children's learning and development is obtained.

Staff provide a wide variety of toys, equipment and resources, in the indoor and outdoor areas, and children are encouraged to make independent choices from the selection available. Each area of learning and development is implemented through carefully planned, purposeful play and through a mix of adult-led and child-initiated activities. As a result, children display good characteristics of effective learning when they are engaged in activities, such as constructing, painting and exploring sensory items. For example, children excitedly use pipe cleaners, fur and coloured tissue paper to make collage pictures while others enjoy putting their hands in a tray of gloop. However, the role play areas in the toddler and pre-school rooms lack imagination to inspire children's learning. For example, items such as hair dryers, brushes and shampoo bottles for children to pretend to be hairdressers with and resources reflecting children's communities are not attractively displayed. In addition, resources to support children's writing for a purpose in these areas are not easily seen or available. All staff respond well to children's emerging needs and interests and guide their development through positive interaction. As a result, children thoroughly enjoy the time they spend at the nursery and are excited and motivated to learn. For example, babies and very young children lift their arms in the air and babble excitedly when they feel sand and squeeze it in their hands. Staff support children's learning well as they play. They sit alongside them on cosy cushions and rugs and ensure children have uninterrupted time to play and explore. They extend their expressive language skills well by using comments and questions, such as 'look at the different sea creatures, do you know what they are?'. Children eagerly pick the animals out of the water tray and name the starfish, whale and octopus. Staff praise children's efforts and encourage them to persist with activities when challenges occur. This supports children's motivation and helps them to learn through trial and error.

The quality of teaching is good. Staff have a clear understanding of how to promote the learning and development of young children and, as a result, they make good progress in their learning. Children's language and literacy skills are enhanced when staff sing nursery rhymes and songs. They skilfully link the words of songs to actions so that they children can copy the movements. For example, during 'Wake and Shake' time staff sing and demonstrate actions of reaching high, turning around and jumping in the air. Children clearly enjoy listening to nursery rhymes and show they have favourites when they bounce up and down in anticipation or dance around in circles. Children's reading skills are promoted well in the nursery because they have access to a wide selection of picture books, including non-fiction. They enjoy sitting with staff and their peers and listen to stories, learning how to turn pages correctly and point to pictures which interest them. Good opportunities are provided for babies, toddlers and older children to learn about words. All resources are clearly labelled and good use is made of available wall space to promote this further through names, signs and posters.

Children learn mathematical skills through activities, such as baking and when building a house or racing car from construction bricks. However, there is scope to improve opportunities for children to hear and use mathematical language in their play or during everyday routines. For example, by encouraging children to sort objects by colour and size or by counting the pieces of fruit on their plate at meal times. This supports their developing understanding of numbers, shapes and measure. Cause and effect toys, such as press-button toys and flashing musical activity centres are available for children. Young children competently press the buttons and repeat the action as they giggle and enjoy observing the effect it has. Older children confidently use the computer and gain skills to help for future learning as they negotiate the touch screen efficiently. Children are provided with a broad range of experiences to develop their physical skills. In the indoor environment, babies and young children enjoy the sensory experience of making marks in sand and paint and begin to balance blocks to build a small tower. Toddlers enjoy using junk modelling materials to build a large dragon for St George's Day, which is proudly displayed in the entrance way. In the outdoor environment, older children jump in and out of large tyres, throw leaves in the air, use chalks to develop early writing skills and climb confidently on the large wooden structure. As a result, children effectively develop the key skills they need for the next steps in their learning, including those required when they attend school.

The contribution of the early years provision to the well-being of children

Children have fun and clearly enjoy the time they spend at nursery. They are provided with a warm, welcoming and stimulating environment where staff support them to feel secure, at ease and develop confidence. Effective settling-in arrangements are in place and both children and parents are well prepared when children join the nursery. A wealth of good quality information is shared to ensure individual routines and needs are well met, particularly for babies and toddlers. Children are equally well prepared for the transitions they make within the nursery because they know all the staff well and spend time in different rooms before they move into them permanently. Detailed information is shared to ensure there is continuity in their learning and development and welfare. Teachers from the schools children will be moving to are invited to visit the nursery and staff complete a detailed transition document containing the children's achievements. As a result, children are well prepared for their next stage in learning.

Children quickly make friends and thoroughly enjoy playing, exploring and using their imaginations together. They develop independence as they freely choose from a wide range of age-appropriate toys and equipment. Resources are stored effectively so children are able to find and return what they need. A well-established key person system is in place, which helps children to form secure attachments and promotes their well-being and independence. Babies and young children show they have close bonds with their key person when they seek cuddles if they are feeling tired and fall asleep listening to the sound of staff singing soft and gentle rhymes. Staff address individual needs well and work closely with parents to support their emotional development. Staff are good role models and behaviour expected by children is modelled by them. As a result, behaviour in the nursery is good and minor disagreements are sensitively managed. Throughout the nursery, relationships between both staff and children are positive. This promotes a

relaxed and happy environment which enables children to feel cherished and secure. Soft, gentle music is played in each room which further supports the creation of a harmonious atmosphere throughout the nursery. Children show respect for one another, observe space boundaries and begin to understand the importance of safety through the various activities on offer throughout the day. This is because staff explain why safety is an important factor in handling tools and equipment, and have sensible rules for everybody to follow. Consequently, children sit together and demonstrate safe practices when using scissors to cut out the pictures they have drawn.

Children's health is well promoted. Nappy changing takes place according to children's individual needs and these times are sensitively and hygienically managed. Older children are encouraged to manage their personal hygiene needs and are supported as and when necessary. Children are provided with fresh, nutritious and balanced meals and snacks, which are prepared on site each day. Staff are highly aware of individual children's dietary needs and preferences, and meals are adapted as required in consultation with parents. Good social skills are encouraged during meal times because staff sit with the children to encourage good eating habits. They offer support and encouragement to children as and when needed. Children's health and well-being is promoted in the indoor environment as natural daylight is maximised in each room. This is further enhanced in the outdoor area where daily opportunities are provided for children to explore, use their senses, and be physically active and exuberant. For example, babies and toddlers enjoy banging pots and pans on the music wall or exploring the fabric books in the quiet corner. Older children eagerly paint pictures, fill and empty watering cans in the water tray and ride on bikes. This effectively promotes their physical development skills.

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

The nursery manager is ambitious and holds high aspirations for every child. She demonstrates a strong understanding of the learning and development, safeguarding and welfare requirements of the revised Statutory Framework for the Early Years Foundation Stage. She uses this knowledge well to support the staff team. For example, she spends time working in the individual rooms where first-hand knowledge is gained about what is working well and identifying any areas for development. The manager monitors observation, assessment and planning documents effectively to make sure they are consistent, precise, and display an accurate understanding of all children's skills, abilities and progress. Documentation for tracking children's progress is in place. The manager maintains an overview of this information, both for individuals and groups, so that children with identified needs are targeted effectively. As a result, appropriate support and intervention is sought and gaps in achievement are closing well. Performance management is well managed in the nursery and staff training needs are effectively identified through regular supervision and appraisals.

Children are safeguarded because the manager and staff have robust policies and procedures embedded in their practice. For example, documentation to protect children is easily available and staff demonstrate that they have a good knowledge of the possible signs and symptoms of harm and procedures to follow if they have any concerns. This

ensures that children are protected. Effective recruitment and vetting procedures are in place. As a result of comprehensive induction procedures, staff are fully aware of their roles and responsibilities in keeping children safe, including the action to be taken in the event of an allegation being made against a member of staff. This is further promoted because staff attend regular update training. Children play in a safe environment as staff take positive steps in providing secure and safe surroundings in the nursery and on outings.

The senior management team are keen to continually improve their practice so that the best quality care and learning for children is provided. As a result, self-evaluation takes into account the views of staff, children and their parents. Views are sought through regular meetings and one-to-one conversations with staff, and children have opportunities to share their opinions through discussion and group time activities. Effective use is made of newsletters, notice boards and parents' evenings to seek their views. For example, parents describe how they have been consulted about future plans to move premises. The manager has a strong drive to improve the nursery and has a clear and successful improvement plan that supports children's achievement over time. There are strong links with Busy Bees Day Nurseries advisory and quality support team and this further enhances the self-evaluation process.

Partnerships with parents and carers are a clear strength of the nursery. Comments such as 'flexible' and 'staff bend over backwards' are used to describe the care and support the nursery provides to children and their families. Parents are happy with the information provided about their child and provide regular feedback to staff, both verbal and written. The manager and staff are committed to working in partnerships with other providers and information is shared regularly to effectively support children who attend other settings. The nursery works well with other agencies, such as speech and language therapy services and other health professionals. This ensures appropriate interventions are secured for children and they receive the support they need.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	303256
Local authority	Rotherham
Inspection number	910690
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	74
Number of children on roll	94
Name of provider	Busy Bees Day Nurseries Limited
Date of previous inspection	07/09/2011
Telephone number	01709 836669

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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