

Learn to Leap Day Nursery

1034 High Road, ROMFORD, RM6 4BA

Inspection date	29/08/2013
Previous inspection date	19/10/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- The management team and staff members know all children well and support their learning successfully by carrying out an effective programme of observation, assessment and planning.
- Staff are skilled at encouraging children's communication at all ages as they give children time to respond to carefully planned questions.
- The nursery works closely in partnership with parents, including providing good support for the inclusion of children with specific needs.

It is not yet outstanding because

- The layout of rooms does not fully enable children to have a choice of where they play with equipment, such as small world toys.
- Opportunities are not always available for children to practise small physical skills, such as writing and making marks.

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 the baby room, toddler room, pre-school room and the outside play area.
- The inspector spoke to children, staff, parents and managers.
- The inspector carried out a joint inspection with the manager and discussed the links to children's learning.
- The inspector sampled a range of documentation including staff records, children's development records and policies.

Inspector

Lesley Hodges

Full Report

Information about the setting

Learn to Leap Day Nursery registered in 2011. It is owned by a private company, Learn to Leap Day Nursery Ltd. It operates from purpose-built premises in Chadwell Heath in the London Borough of Redbridge. The nursery serves the local community and is open each weekday from 7.30am to 7pm all year round. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 45 children on roll, all of whom are in the early years age range. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four years. The nursery supports a number of children who are learning English as an additional language and children with special educational needs and/or disabilities. The nursery employs 19 members of staff, 2 staff have a level 4 and 2 staff have a degree in childcare and 1 has EYPS.

What the setting needs to do to improve further

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

- maximise children's choice of equipment in the outside play areas so that children benefit from a range of different learning experiences.
- review the layout of rooms to allow children more choices in how they play

Inspection judgements

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

Children and staff share warm, caring relationships in this nursery. Children arrive happily and are greeted individually by all staff in the room. Children are comforted if upset and staff use good techniques, such as their knowledge of children's interests, to settle them quickly so they feel safe. Staff work successfully with parents to observe and monitor children's progress from when they start at the nursery. They enhance their partnerships with parents in a range of ways so they feel involved. Parents comment that staff are friendly and they describe how they are invited to different events held by the nursery. For example, parents recently attended a party for those children who were leaving to go to school. They also join in with other celebrations and events, which help them to feel involved in their children's learning.

All children are making good progress in relation to their starting points. Children with special educational needs and/or disabilities receive good support as they make progress

in all areas of their learning. The consistency of staff attention and the close relationships mean that support is good for all children. Staff and managers have a good understanding of how children learn. They confidently describe the daily planned activities and how they can use them to encourage children's development in a range of learning areas. For example, staff encourage children to describe their messy play activity, encouraging them to think about the words they want to use. Staff skilfully introduce new vocabulary for children as they take part in this fun activity to support their communication and language skills. Younger children have opportunities to repeat new words. Staff introduce words as the children play and learn from new experiences such as climbing and sliding. Children confidently use the information they have learned at nursery, showing they are active learners. They enjoy talking about the weather and how the white clouds mean that there will not be any rain.

Staff make effective observations of children as they play. They consider these observations and children's development levels before planning stimulating activities for individual children so they reflect each child's needs and interests. For example, staff consider children's personalities and give careful thought to how they can give children opportunities to develop their self-confidence. Staff and managers monitor children's progress well. All observations are linked to the development guidance used by the nursery and activities are planned carefully for all children. Staff complete the required progress checks for children at the age of two with the information gained from observations. The progress reports are detailed and cover all areas of learning to show how children are progressing.

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

Each child has a key person assigned to them and these staff members know children well. Other staff members also demonstrate good knowledge of children's interests as they chat with children during snack and meal times. Children have close bonds with their key person. Babies show their delight as they turn to listen to individual members of staff, however, all staff are attentive and demonstrate their closeness to the children.

Children's behaviour is good. Staff use a range of strategies to remind children about the rules and boundaries and to reward positive behaviour. Children show their understanding of the rules as they confidently explain the reasons why they have to walk inside so that they keep themselves safe. Any minor disagreements between children are handled expertly to support children's personal, social and emotional development. Staff use different techniques to encourage sharing and, because of these clear explanations, children quickly choose different equipment to play with.

Children choose from a varied range of good quality equipment. The nursery is clean and welcoming and children benefit from the use of a well resourced outside area to develop their large muscle physical skills every day. Children can choose from bicycles, scooters and pushchairs as well as other equipment, such as hoops and balls. They also use the area to play racing games and develop their skills as they climb the hill in the middle of the garden and crawl through the tunnel underneath. Although the outside area is well

resourced for most aspects of physical play, there are missed opportunities for children to extend their learning through play. Equipment is stored here but some activities and writing materials for children to use with the various boards are not readily available. Inside areas are well resourced, but children do not always have opportunities to develop their play in large areas of floor space. Consequently, for example, children play with floor toys such as the wooden train track in a small area of the room which limits their opportunities to use their imaginations well during play.

The managers have introduced new methods to prepare children for their move to school. Children visit the local school and staff take pictures of the schools children will be attending and make a book for them to take home. Staff also help children to prepare for school by planning daily sessions where children learn about letter sounds.

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

Staff have a good understanding of the nursery's safeguarding policy and practices to be followed if they have concerns about a child's welfare. Children are cared for in a safe and secure environment where staff are alert to any potential hazards and take the necessary action to prevent them from being a risk to children. Staff supervise children well in all areas and demonstrate good knowledge of the required ratios of staff to children for all ages.

Procedures for the recruitment of staff are robust. These include suitability checks, references and medical checks. Staff take part in thorough induction processes so that managers can check their understanding of key policies and procedures. These measures mean that only those who are cleared as suitable to work with children do so. The premises are secure. Visitors are greeted individually and sign in to a register so that a reliable record of visitors is kept as part of the nursery's safeguarding measures.

Good partnership working with a broad range of professionals helps managers and staff to target support for individual children. Staff complete individual learning plans for children who need additional support and are knowledgeable about their daily needs. Managers work with local authority advisors on a range of areas. They request advice and information on proposed training which they have identified as useful to improve practice. The recommendation made at the previous inspection has been addressed successfully. Current development plans include ideas for further staff training and improvements to the garden area. These current plans and the improvements made since the last inspection demonstrate the managers' commitment to evaluating and improving their nursery. Managers use a variety of methods to successfully monitor the performance of staff members and the nursery as a whole. These include regular supervision meetings, appraisals, staff observations and team meetings. There is a pleasant working atmosphere in the nursery as staff members work closely together. The whole staff team work together to review the nursery and consider ways to improve the environment and activities. As a result, self-evaluation is good. Parents are asked for their opinions with questionnaires and informal chats and feel able to approach staff members if they have

any matters to discuss to improve the quality of the provision and outcomes for children.

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	EY428488
Local authority	Redbridge
Inspection number	929220
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	65
Number of children on roll	45
Name of provider	Learn to Leap Nursery Limited
Date of previous inspection	19/10/2011
Telephone number	02085901923

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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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