

Leaps and Bounds Children's Centre and Day Nursery

161 Gillott Road, BIRMINGHAM, B16 0ET

Inspection date	16/09/2013
Previous inspection date	24/04/2013

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

- Children make good progress in their learning and development because staff clearly identify their current stage of development and provide activities to enhance and support their future learning needs.
- Children with special educational needs and/or disabilities are fully integrated into the setting, and staff work closely with parents and other professionals to ensure that their individual needs are met.
- The drive for improvement is demonstrated through accurate and thorough self-evaluation, resulting in a successful action plan that supports all children's over time.

It is not yet outstanding because

- Children do not have enough opportunities to develop their understanding of how a wide range of equipment and resources, such as remote controlled toys and torches, operate.
- Younger children do not have a wide range of opportunities indoors to climb, balance and jump so that their rapidly growing physical skills are fully supported.

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 children and staff engage in activities indoors and outdoors.
- The inspector spoke with the senior manager, nursery manager and staff at appropriate times throughout the day.
- The inspector spoke with children during the inspection.
- The inspector looked at documentation including children's records, and a selection of policies and procedures.
- The inspector took into account the views of parents through discussions.
- The inspector looked at children's assessment records, planning documentation, evidence of practitioners' suitability, and a range of other records.

Inspector

Kashma Patel

Full Report

Information about the setting

Leaps and Bounds Children's Centre and Day nursery was registered in 2011 and is on both the compulsory and voluntary parts of the Childcare Register. It is situated in a converted building in the Edgebaston area of Birmingham and is managed by a private provider. The nursery serves the local area and is accessible to all children. It operates from four base rooms and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round, from 7.45am until 6.15pm. Children attend for a variety of sessions. There are currently 45 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

The nursery employs 18 members of childcare staff. Of these, one member of staff holds an early years qualification at level 6, one member of staff at level 5, one member of staff at level 4, 14 members of staff are qualified at level 3 and one member of staff at level 2. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- increase the range of options available to children, so that they can learn how different resources and equipment, such as remote controlled toys and torches, operate to further their learning
- provide more opportunities for the younger children to have access to physical play indoors by, for example, providing tunnels and low-level steps to stimulate and challenge them.

Inspection judgements

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

Children make good progress in all areas of their learning and development as they access a range of interesting toys, resources and activities which supports their learning needs. Regular observations and assessments help to identify the next stage in children's learning. Weekly planning covers input from staff, children and parents. It clearly shows

how children's interests are extended to support all areas of their learning. Staff have a good knowledge of children's individual developmental milestones, and use relevant guidance to help track children's development in order to ensure they continue to make good progress. The setting cares for children with special educational needs and/or disabilities. Extra staff are employed to provide one-to-one support to ensure children make the best possible progress. Staff work closely with other professionals, such as the Speech and Language Therapist and Special Support Services to draw up individual plans and targets to ensure children receive the support they need to help them learn and develop. Staff provide good support for children who speak English as a second language and support this in the setting. They talk to them in both their home language as well as English, which helps them develop their communication and language skills. For example, a younger child picks a doll and says 'kaka' which means baby in the Punjabi language. Staff use some good methods to help children learn and make progress. For example, they use demonstrations, open-ended questions and follow children's lead in their play.

Children learn about sounds as they play with instruments and take part in activities. For example, staff introduce new words such as 'splash' as children play in the water. Role-play activities provides opportunities for children to write for different purposes. They enjoy playing in the shop where they make food lists to take out with them to local shops. Staff complete the 'progress check at age two' with parents which helps them to plan for the next stage in children's learning and also identifies areas which may require further support. Children develop good skills for the future and the next stage in their learning as they access a wide range of equipment of their choice. Older children develop effective independent skills as they use the toilet and wash their hands. They have free access to the snack area which enables them to make choices of when they want to eat and drink. Children use computers where they use the mouse to perform various functions with increasing control. However, they do not have enough access to other resources, such as torches and remote controlled toys, so that they gain skills in working out how different resources and equipment operate.

All children have access to the outdoor area at set times during the day where they access a range of activities to support their interests and promote their physical development. For example, older children use the outside tap to fill small containers of water to add to the sand or water the plants, while younger children fill the water tray so they can jump in the puddles. Physical skills are supported well with the older children as they access a range of equipment, such as bikes and climbing frames that support the development of their large muscles. However, the babies do not always have opportunities to consistently access equipment to develop skills, such as, climbing, balancing and jumping indoors. This means that they are not always fully supported in this area of learning. Home learning is promoted through books and activities which children complete with their parents. The 'home-link' board provides further opportunities where parents can share their observations and achievement from home.

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

Children develop warm and positive relationships with staff, which help them to feel secure and initiate their own play and learning. The key person ensures that information

collected from parents about children's individual needs, interests and routines is well used to help the transition from home. Gradual settling-in procedures ensure children have opportunities to become familiar with the new environment and staff which helps them to settle quickly and form strong bonds with their carer. Children prepare for the next stage in their learning through stories, discussions and visits to local schools.

The nursery provides a range of freshly prepared meals and snacks, which meets children's individual requirements. Children's specific dietary information is displayed in their rooms with their picture to ensure their needs are fully met to support their welfare. Staff have a good knowledge of how to care for children with specific dietary requirements and are trained to administer epi-pens, if required, to meet children's specific needs. This means that children's individual care needs are met well, and that staff are able to respond in the event of there being an emergency situation. Children attend to their own self-care well, as they use the toilet and wash their hands before they have food. Younger children demonstrate their growing independence as they learn to feed themselves with their hands and a spoon. Children show an understanding of the importance of regular exercise as they enjoy opportunities to engage in physical activities in the garden and through regular walks to local shops. Children are well behaved due to staff's consistent praise and encouragement. Staff act as good role models and encourage children to consider each other which supports their emotional behaviour. The use of reward charts further supports positive behaviour. Younger children benefit from extra small furniture which enables them to take part in group activities to support their learning. Children learn to be safe as they talk about road safety on outings in the local area and staff further reinforce this in the setting through role-play activities where they play with the road and cars.

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

Children's welfare is protected because staff have a good understanding of safeguarding procedures and regularly attend training to update their knowledge. A detailed policy is in place to ensure all staff are aware of their responsibilities to ensure children are safe from harm. The manager and staff have a good knowledge of child protection referral procedures, and also of the known indicators of abuse. Visitors are asked to sign into the visitor record, and the policy for mobile phone and camera use is displayed and also explained, which further safeguards children, and meets the requirements of the Early Years Foundation Stage. Detailed risk assessments and daily checks ensure that staff minimise potential hazards, both inside and outside in the outdoor play area. As a result, children can explore and play safely in the setting. Effective procedures are in place to record accidents to children which promotes their welfare. Parents are also given a copy of the accident form which ensures they are kept well informed.

Staff work well with parents and other professionals to ensure they meet the needs of children and families they work with. Children with special educational needs and/or disabilities are well supported through close partnership working arrangements, which ensure children make good progress at their own personal level. As a result, both children

and their families receive the support they need to learn and achieve. Daily verbal and written feedback keeps parents well informed of their children's progress. Younger children have daily sheets where staff record their care needs and activities children take part in. Parents receive a wide range of information through the noticeboard, emails and regular newsletters which provide information about future events and topics. This encourages parents to be more involved in their children's learning. Parents express their satisfaction with the care their children receive at the setting. They state that staff keep them well informed of their children's daily progress and feel comfortable to approach them with any concerns. There are currently no children on roll who attend other settings. However, the provider is aware of the importance of engaging in professional working relationships with other providers to support children.

Staff have a good understanding of the learning and development requirements and receive regular support from the local authority and a teacher to help support planning and personal development. As a result, children enjoy a wide range of play opportunities to ensure they make good progress in all areas of their learning. Appraisals are completed and regular supervision ensures staff performance is monitored and training needs identified. For example, all staff are trained in safeguarding which ensures that children's individual needs are met and their safety promoted. An accurate and effective system is in place for self-evaluation with clear targets for further development. Staff send regular questionnaires and talk to both parents and children about improvement. For example, parents requests for more involvement in the nursery has been met as they take part in cooking and reading activities in the nursery which supports good partnerships with parents. Children's request for a mud kitchen in the garden has also been addressed which supports their interests and creative development. Each playroom has an action plan to support further development. This includes implementing a backup key person, to add more labels and photographs in the outdoor area and create more opportunities for children to recognise their names. These improvements further enhance children's good progress.

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	EY418276
Local authority	Birmingham
Inspection number	931866
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	58
Number of children on roll	45
Name of provider	SAI Children Centre Ltd
Date of previous inspection	24/04/2013
Telephone number	01212464922

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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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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