

Learn to Leap Day Nursery

1034 High Road, ROMFORD, RM6 4BA

Inspection date	22/04/2014
Previous inspection date	29/08/2013

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

- Staff provide children with a varied, interesting and stimulating range of resources both inside and outside. This supports children to develop further and move on to their next stage of learning.
- Staff work effectively with external agencies so that the appropriate interventions help to close any gaps in children's learning.
- Staff have strong relationships with parents, which means that parents are fully informed about their child's progress at the nursery.
- Staff build caring, trusting relationships with children from the start, so that children feel secure and settle easily.

It is not yet outstanding because

- Staff do not always encourage and prompt children to become more familiar and skilled using mathematical language.

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 sampled a range of documentation including children's records, policies, and attendance records and staff files.
- The inspector observed activities in all rooms and the outside play area.
- The inspector spoke to the manager, staff, children and parents.

Inspector

Caroline Preston

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- old. 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. All staff are qualified to level 3 or above. Two staff members have a level 4 Qualification, two have a degree in childcare and one has Early Years Professional Status.

What the setting needs to do to improve further

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

- enhance children's understanding of mathematical language through discussion during everyday play and routines.

Inspection judgements

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

Staff help children to learn and develop according to their age and stage of development. They read to children, and talk to them during play so that children learn new vocabulary and use this in a meaningful way. Staff plan activities and resources which link to the seven areas of learning of the curriculum. They observe and follow the interests of the child. Staff carry out on-entry observations and assessments when children start so that they can plan for children's next steps and support children further. Staff encourage children to sing and learn new nursery rhymes during circle time activities. This helps children who are quieter to be heard and offers children with special educational needs and/or disabilities the opportunity to develop their language skills.

Staff read various stories to children encouraging them to take part and recall the story. They provide a cosy book area, which is quiet and full of books to support children's, language and literacy skills. Staff help children to build small towers with bricks so that children begin to count, however they miss opportunities during all play activities to prompt and teach children to use mathematical language. Staff provide well resourced creative areas in the playroom so that children use their imagination, for example, when using play dough to cut and make shapes. There are many resources, which support

children to begin mark making and develop early literacy skills. Children learn to recognise their names during circle times, so are learning letters and sounds.

Staff help children who are based upstairs in the nursery to walk safely up and down the stairs leading to the garden. They provide children with lots of good physical play activities outside in the garden, such as bikes and climbing apparatus. Staff teach children to dress and undress, building self-help skills and independence. They teach children to listen to instruction, for example, to tidy away resources before lunch and to sit down in a group during circle time, skills that children need for their move onto school.

Staff are skilled in teaching younger children to develop in the three prime areas, meaning children progress well in the younger playrooms. They teach children to crawl, walk and run securely by providing encouragement and resources. They speak and encourage children to use early language to develop their social skills. Staff build strong caring relationships with younger children so that they are happy.

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

Children form close, secure attachments with staff because there are effective systems in place to help children settle and build independence. Staff are good role models, they work well as a team and respect children and parents. Children behave well as staff guide and teach them boundaries of behaviour. Staff provide activities and themes which help children learn about the wider world and the differences people have in a positive manner.

Children take risks in the garden as they run and play using the outdoor toys safely. Staff provide children with a well-resourced nursery. This means that children learn and develop, and have fun, supporting them to prepare for their next stage of development.

Staff provide children with healthy foods and drinks and they talk to children about healthy choices, so that they learn about healthy lifestyles. Children enjoy outdoor daily exercise and learn about hygiene routines from an early age when they start in the baby room. Staff talk to children about hygiene and help prepare them for school by encouraging them to be independent.

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

The leaders of the nursery know and understand their roles and responsibilities well. This means the nursery meets all safeguarding and welfare requirements, and learning and development requirements effectively. The manager monitors staff in the playrooms and uses this information to feedback to staff during supervisions and appraisals. Staff are offered opportunities to undertake training courses throughout the year, to support their professional development. The management team have an on-going self-evaluation document, which they use as tool for continuous improvement. The nursery work closely with the local authority to assess any weaknesses in practice and improve these.

Staff know and understand the nursery's safeguarding policy and procedures, meaning they are able to identify any concerns if they arise. Detailed risk assessments help staff to remove any hazards to children in the playrooms, outside in the garden and when taking children on trips. Staff are fully and robustly vetted so they are fit to work with children, and all required documents are in place for the safe and effective running of the nursery. Staff supervise children well in the playrooms and outside in the garden. Each playroom has an allocated time to take their children outside, and staff carry out head counts when taking children back inside to ensure all children are present. High staff ratios, with additional staff on hand mean children are fully supervised at all times. Staff deployment is good. Staff ensure they stay close to the children so they can offer effective interaction when needed. The garden area is safe and secure, and no one can enter or leave unattended.

Staff have strong relationships with parents, they share children's progress records with them and discuss any issues they may identify in their child's development. Staff organise parent meetings and provide parental questionnaires and newsletters. Staff work closely with external agencies to develop individual learning plans to support children to progress, which closes potential gaps in children's learning and meets the needs of the child.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	966880
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	65
Number of children on roll	74
Name of provider	Learn to Leap Nursery Limited
Date of previous inspection	29/08/2013
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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