

Leaps and Bounds Day Nursery

33 Wellington Court, Belper, DE56 1UP

Inspection date

Previous inspection date

14/08/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 promote children's learning and development with consistently good teaching.
- The key-person system helps to promote secure partnerships with parents, so that children's individual needs are met.
- Children are safe in the nursery because staff place a high focus on safeguarding them and promoting their welfare.
- Children make good progress in their learning and development because the manager and staff have a good understanding of the Early Years Foundation Stage.

It is not yet outstanding because

- Information sharing is not consistently highly effective when children move to the next stage in their learning.
- The monitoring of the good tracking does not sufficiently identify the differences in attainment for all groups of children.

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 was given a tour of the nursery.
- The inspector checked evidence of suitability and qualifications of staff working with children and the self-evaluation form.
- The inspector completed a joint observation with the manager, observed teaching and learning activities, and held discussions with staff.
- The inspector took account of the views of parents spoken to on the day by telephone.
- The inspector carried out a meeting with the manager and the deputy manager, and viewed policies and procedures.

Inspector

Diane Williamson

Full report

Information about the setting

Leaps and Bounds Day Nursery was registered in 2014 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is situated in converted premises in the centre of Belper, Derbyshire and is privately owned. The nursery serves the local area and is accessible to all children. It operates from five childcare rooms and there is an enclosed area for outdoor play. The nursery employs 32 members of childcare staff. Of these, 28 hold appropriate early years qualifications at levels 2 and 3, including the owner/manager and deputy, who hold Early Years Professional status. The nursery opens Monday to Friday, all year round, except for Bank Holidays and a week at Christmas. Sessions are from 7.30am until 6pm. There are currently 243 children on roll. Children attend for a variety of sessions. The nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language. The nursery is the registered provider for the local children's centre.

What the setting needs to do to improve further

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

- build on the already good arrangements for information sharing to include more detailed information exchanges between rooms and with other early years settings the children attend
- enhance the monitoring of the already good tracking of children's learning and progress, so that provision extensively raises attainment to the highest level.

Inspection judgements

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

The manager and staff have a good understanding of the learning and development requirements of the Early Years Foundation Stage. The nursery is extremely warm and welcoming, with purposeful environments which support children's learning indoors and outdoors. For example, children are able to read independently in the quiet area of the garden and invite visitors to read with them. Children point out that the train character in the book is cold. When children are asked how they know, they confidently explain that it is because there is snow on the ground. Therefore, children's early literacy skills are well promoted. Staff skilfully introduce new vocabulary to toddlers. For example, when exploring the cornflour mixture, they clearly narrate the actions as they demonstrate different movements and techniques with the small hand tools. Children listen attentively and attempt to repeat the new words as they playfully explore. Children develop mathematical skills in adult-led activities. For example, in the mud kitchen, when asked

how many more candles are needed to total three, children demonstrate learning at age-related expectations when they answer they need 'one more'. When children share that they have found a snail in the mud kitchen soil, they are asked to explain how they know it is a snail. Children are supported to take time to think. They point to the back of the creature and confidently explain, 'Because it has a shell'. Therefore, staff demonstrate how they skilfully intervene and ask questions to extend children's thinking. As a result, consistently good teaching has a positive impact on children's progress in relation to their starting points.

Staff have a thorough knowledge of children's stages of development and promote effective teaching and learning across all areas. They plan effectively to ensure activities include all children's needs, interests and next steps in learning. For example, plans are displayed in every room in the nursery so staff can access them and make modifications in response to children's ongoing achievements and interests. Babies' individual preferences, likes and dislikes are carefully considered and noted when the staff plan for playful, age-related activities. Pre-school children share their enthusiasm about their, 'Under the sea' theme and make links in their learning as they share that they saw crabs on the beach when they were on holiday. Staff provide a range of 'Under the sea' themed books to enhance children's learning. They plan visits to the local marine centre where children experience seeing a range of real-life sea creatures. As a result, children's learning and development is effectively supported.

Partnerships with parents and outside agencies are good. The effective role of the key person means that the good procedures in place are consistently implemented and all relevant information about the children's learning and development is regularly shared with parents. For example, parents are involved in contributing to the progress check for children between the ages of two and three years. Parents work with staff to display relevant vocabulary word cards and posters in the nursery environment to support children who speak English as an addition language with their communication and language skills. As a result, children are acquiring the skills, attitudes and dispositions they need to be ready for school or the next stage of learning.

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

Children are happy and confident in the nursery. Staff consistently promote children's personal, emotional and social development. For example, they talk with parents every day to ensure all relevant information about children's learning, development and well-being is shared. The nursery's system of exchanging 'play plans' supports parents and staff in ensuring children's specific needs are met and children's self-confidence and awareness of others are developed. For example, two three-year-old children initiate play, inviting adults and friends to join in. They throw, roll and catch balls, confidently sharing and taking turns with each other. Staff sensitively support children as they begin toilet training. For example, children proudly and confidently announce 'I used the potty'. Therefore, children develop an awareness and are able to express of their own care needs. Staff are good role models and have positive relationships with the children. They are respectful and polite to each other and to the children, consistently demonstrating caring behaviours and appropriate language. As a result, children are emotionally

prepared for their next stage in learning. However, information sharing is very occasionally lacking depth to ensure it is always highly effective, when information sharing between rooms and to other settings.

Staff effectively plan and support children's physical development through a balance of adult-led and child-initiated play. For example, pre-school children use the large outdoor frame safely, as they practise their balancing and climbing skills. Children ride scooters and bicycles around the track without bumping into each other. Babies hold on to the side of the small indoor slide as they attempt to walk down the slope. Staff use timely interventions to offer children their hand. As a result, children are confident to take risks in their learning as they develop their physical skills.

Children can safely access drinking water at any time. Toddlers' individual bottles have photograph tags on to support self-recognition. Pre-school children pour their own water from available jugs and cups. Therefore, children's independence skills are well promoted. Staff ensure all children's specific dietary needs are shared when parents first register their children at the nursery. For example, staff have a thorough knowledge of children's vegan, vegetarian and wheat-free dietary requirements. The nursery chef ensures the appropriate food is provided. The chef and the kitchen staff provide healthy, nutritious meals and snacks. The nursery kitchen has recently been awarded 5 stars for excellent cleanliness, policies and procedures. As a result, children's well-being is very well supported.

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

The manager's understanding of her responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage is good. For example, all required policies and procedures are in place and fully implemented. Children are cared for by experienced and well-qualified staff. The manager has clear knowledge of the recruitment process and all staff have relevant checks to ensure they are suitable to work with children. Staff have first-aid qualifications, and rigorous medicine policies are in place to ensure that children's health and well-being are promoted. Safeguarding training equips all staff with the knowledge and understanding of how to keep children safe. As a result, staff are consistent in knowing what signs and symptoms to be aware of, which would cause concern and need to be reported. Therefore, children's welfare is very well safeguarded in this nursery.

The manager's understanding of her responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage is good. For example, she demonstrates accurate recognition of the characteristics of effective teaching and learning when observing and evaluating teaching and learning activities. She knows what to do to next to support any areas of development in staff performance or provision for the children. The manager implements a comprehensive system of professional development and ensures staff training is relevant to the needs of the children. Consequently, staff say the training they have is effective in improving their knowledge and understanding of the Early Years Foundation Stage. The manager effectively uses the system for tracking children's progress to improve the provision of learning experiences relevant to all stages

of development. However, this occasionally lacks precision in analysing the attainment of all groups of children, so provision extensively raises achievement to the highest level.

Self-evaluation is good. The manager and the deputy have a secure knowledge of the strengths and areas for development of the nursery. The manager has gained the views of parents to contribute to this evaluation. Parents speak very highly of the manager, the deputy and all of the staff. Parents feed back that communication is strong and their views are valued. They appreciate that they are encouraged and supported to regularly share information about their children. Parents say their children 'thrive in this safe and happy environment' and, therefore, they highly recommend the nursery to others as an excellent provision for early years children. The manager and the excellent staff team demonstrate commitment and dedication to continue to improve the already good childcare.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY475849
Local authority	Derbyshire
Inspection number	961041
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	102
Number of children on roll	243
Name of provider	Claire Victoria Gregory
Date of previous inspection	not applicable
Telephone number	01773 828813

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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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