

Leaps and Bounds Day Nursery

27 Bemister Road, Bournemouth, Dorset, BH9 1LG

Inspection date	15/12/2014
Previous inspection date	13/05/2009

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		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Staff have a clear understanding of their roles and responsibilities regarding child protection to help them safeguard children's welfare.
- Staff provide a warm and homely environment for children with a good range of play provision which children choose easily to promote their independent play.
- Children choose when they play outdoors and benefit from lots of physical activities to promote their health and fitness.

It is not yet good because

- Management does not use staff supervision effectively to monitor practice and address weaknesses, which means the quality of teaching is not consistent.
- Staff do not maintain a calm and peaceful environment in the smaller playroom. As a result, not all children listen well and some lose concentration in some of the activities.
- Staff do not successfully engage all parents in contributing information about their child's development to help them plan children's learning well from the start.

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 and the quality of teaching in the play rooms and outdoor play areas.
- The inspector sampled children's assessment records and planning documentation.
The inspector held a meeting with the registered person and manager to assess the
- suitability and qualifications of staff, and the management's knowledge and understanding of the Early Years Foundation Stage.
- The inspector took account of the views of parents.
- The inspector conducted a joint observation with the manager.

Inspector

Bridget Copson

Full report

Information about the setting

Leaps and Bounds Day Nursery registered in 2005 under private ownership. It operates from two rooms on the ground floor of a converted house in the Winton area of Bournemouth, Dorset. There is a decked area and garden for outdoor play. The nursery is open each weekday from 8.15am to 6pm for 51 weeks of the year. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery receives funding for the provision of free early education for children aged two, three and four years. It supports children with special educational needs and/or disabilities. There are currently 35 children on roll in the early years age group. The nursery employs six members of staff, of whom most hold early years qualifications.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the monitoring and supervision of staff to address the weaknesses in practice and promote good quality of teaching and learning for all children.

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

- develop the organisation of the smaller play room activities to reduce background noise and help children concentrate better
- improve partnerships with parents by finding ways to encourage all parents to contribute information about their child's learning from the start.

Inspection judgements

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

Staff plan and monitor children's learning appropriately. They provide parents with records to complete when children start to detail their child's developmental stage, interests, home life and needs. However, staff do not successfully encourage all parents to share this information. As a result, they are not able to accurately plan and promote children's learning from the start. Staff complete regular observations of children to monitor their interests and progress and raise some next steps for their learning. Staff plan activities each week to then help children make progress in activities they are interested in.

Staff interact with interest in children's play. They supervise the activities to provide encouragement and support. Some staff shape and adapt activities to provide the right level of challenge to keep them interested and to stretch their thinking. For example, they encouraged children to name the objects and colour of things they found in the sand tray and to count the spots on the ladybird puzzles. These challenges help to promote children's communication and mathematical development. However, not all staff have good teaching skills. For example, during the inspection, they supervised activities without encouraging children to communicate well and provided less challenge in their play. In addition, some staff did not adapt the organisation of activities to help children succeed, such as having space to draw and cut shapes out successfully. As a result, some children lost interest. This inconsistency in teaching does not help every child make good progress in relation to their starting points.

Staff help children to use their senses exploring different textures, media and materials. For example, children excitedly used their hands and tools to model dough and dug into trays of foam and coloured sand to find hidden objects. They dug into beds of soil outside to find living creatures. This also helps to promote children's physical skills and understanding of the world. Staff involve parents in their child's learning. They provide parents with a home- link form each term to encourage them to share information about what their child can do at home. Staff provide parents with a summary each term of their child's achievements and the required progress check for two-year-olds. This helps to involve parents in their child's learning and development.

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

Key persons arrange settling-in visits to help children become familiar with the nursery and staff. They provide labelled drawers for children to leave and find their own possessions and comforters. Staff work with other external professionals to meet children's health and developmental needs consistently. This helps children to form trusting relationships with staff and supports them in the move from their home to the nursery.

Staff help children of all ages to develop good independence by managing tasks for themselves. For example, at snack time, children spread their toast with butter and toppings, poured their own drinks and washed-up their own plate and cup afterwards. Children dressed themselves for outdoor play and managed their own care efficiently. Staff stepped in to help the younger children succeed with these tasks. This helps to promote children's readiness for school. Staff help children to develop positive attitudes through the nursery's golden rules. They take children to look at the golden rules labels where they gently explain why some thing is not acceptable, such as not sharing or taking turns fairly. As a result, children play well with others and help willingly when asked.

Staff maintain a suitably clean environment with a good range of toys in the two linked playrooms. Children choose toys for themselves from the low units and small designated areas of play. This helps to promote children's independent exploration well. The smaller playroom, however, becomes very noisy at times. For example, during children's play,

staff moved through the room to the kitchen and adults talked over the children. Also, the hand dryer in the bathroom, off the playroom, was very loud and in regular use. At such times, several children lost concentration in their play and in organised activities.

Staff complete daily health and safety checklists and monitor all access to the nursery through locked external gates and a security camera. This ensures most areas of the premises are safe and secure. Staff had not identified the wooden steps to the lower garden as a slipping hazard. However, this was quickly addressed and measures put in place to prevent any accidents. Most staff help children learn about keeping safe through, for example, learning to sit properly on their chair and to hold craft tools appropriately. Staff promote children's physical development well. Children choose when they want to play outside. Here they enjoy space to run freely and play with equipment to promote their physical development.

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

Management and staff have a suitable knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. They have a clear knowledge of the correct procedures to follow if they have a concern about the welfare of a child. They understand their responsibilities to safeguard children's welfare. Management implements secure vetting procedures to help ensure staff are suitable to work with children. In addition, staff implement daily checks, risk assessments and policies and procedures. This helps to protect children and maintain a secure environment. Management organises staffing appropriately. This ensures the required adult-to-child ratios are met and that there is a designated person-in-charge present at all times.

Management and staff monitor and evaluate the quality of the nursery provision to drive some improvements. Management monitors the staff's knowledge and understanding of the Early Years Foundation Stage. They arrange supervision sessions every eight weeks and annual appraisals. However, while these sessions identify some areas for training and development, they do not address the inconsistencies and weaknesses in staff practice. This does not help all children make good progress. Management completes self-evaluation forms and local authority improvement schemes to identify and prioritise areas for improvement. As a result, they have addressed the recommendations from the last inspection and made some additional improvements. For example, management has improved the hand washing facilities to promote children's health. Staff also provide more learning opportunities to promote children's understanding of numbers.

Staff establish suitable partnerships with parents, and provide them with clear information about all aspects of the provision. Staff keep parents informed through face-to-face communication, displays and parent consultations. Parents contribute their views of the nursery. Parents state their children have settled well and benefit from their key-person support in meeting their needs. Staff establish links with the other early years settings children also attend. This helps to further promote children's needs consistently.

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. 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	EY315912
Local authority	Bournemouth
Inspection number	834466
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	17
Number of children on roll	35
Name of provider	Victoria Jane Cadman
Date of previous inspection	13/05/2009
Telephone number	01202 269 628

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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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