

Leapfrog Day Nursery - Swindon, St Andrew's Ridge

Inspection report for early years provision

Unique reference number	109121
Inspection date	13/08/2009
Inspector	Pamela Edna Friling / Shirley Ann Jackson
Setting address	Highdown Way, St Andrews Ridge, Swindon, Wilts, SN25 4YD
Telephone number	01793 726919
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Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Leapfrog Day Nursery at St Andrew's Ridge, Swindon opened in 2000. It operates from purpose built premises to the north of the town. There is a secure garden for outside play. Children attend from a wide area. The nursery is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The nursery is registered to provide care for a maximum of 106 children at any one time. All 106 children may be in the early years age group. There are currently 105 children on roll, all of whom are in the early years age group. This includes 43 funded three-year-olds and one funded four-year-old. Children attend for a variety of sessions. The setting currently supports children with learning difficulties or disabilities and those who speak English as an additional language.

The nursery opens five days a week all year round. Sessions are from 07.30 until 18.30.

The nursery employs 30 childcare and support staff. Of these, 19 hold an early years qualification. Three staff are currently working towards a National Vocational Qualification (NVQ) at level three or four with a further staff member enrolled to complete an early years foundation degree. The setting receives teacher support from the Sure Start Partnership.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Staff recognise most children as unique individuals and ensure that their care needs are suitably met. However, those children with English as an additional language are not effectively supported to become fully included or to make sufficient progress in their learning and development. Staff promote many aspects of children's welfare effectively. Partnership with parents is sound with effective steps taken to share information and seek their views. Self evaluation is undertaken and areas for improvement identified, however, little action has been taken yet to address identified areas for development.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure observation and assessment records are systematically completed and used to highlight and clearly identify what excites and interests individual children to enable staff to plan appropriate and realistic experiences
- use time during food preparation and serving effectively to lessen time spent waiting and to build on children's growing independence skills
- provide a second key person for children so that when the key person is away there is a familiar and trusted person who knows the child well

- promote children's confidence to explore and learn in a safe yet challenging outdoor area through thorough risk assessment, effective staff deployment and helping children to understand risks and the safety of others
- ensure continuous improvement of practice is promoted through a whole setting approach to self evaluation and timely action on identified areas for improvement.

To fully meet the specific requirements of the EYFS, the registered person must:

- plan and organise systems, activities and resources to ensure every child is fully included regardless of ethnicity, religion, home language, cultural or family background. (Organisation)

01/02/2010

The leadership and management of the early years provision

The nursery has comprehensive policies and procedures in place. However, these are not fully reflected in daily practice to ensure the needs of all children are met. For example, staff are frequently moved between rooms to maintain rigid ratios. This limits the effectiveness of the key person relationship in allowing children to develop a genuine bond with a familiar person. In addition, children with English as an additional language are not recognised by staff as requiring additional individual support or the provision of images and resources reflecting their cultures. Consequently children in this group are not fully included within the group, able to participate in activities or take part in daily routines. For example, staff tell children in the group when they can begin their lunch and do not realise that some children have not understood the instruction and are looking for visual signals that they can start eating.

Thorough risk assessment of indoor and current use of outdoor spaces is effective in promoting children's safety. Children are kept safe through thorough routines for the security of the premises. The range of toys and equipment in each base room are satisfactory. Some resources are labelled and stored in low level units to promote children's choices and independent access. Children are effectively safeguarded through detailed policies and procedures, a designated member of staff with responsibility for this area and staff knowledge and understanding of safeguarding issues and processes. Daily care routines are well established to promote children's health and well being. For example, staff remain with sleeping children, encourage hand washing before meals and follow appropriate nappy changing routines. Positive partnerships with parents and carers have been established. Good quality initial information is exchanged to ensure individual care needs are identified. Colourful and informative displays for parents adorn the walls throughout the nursery. Ongoing information is shared through regular newsletters, informal verbal feedback and updated notice boards. Parents spoken to at inspection are happy with the care offered to their children. However, the sharing of information with other providers is not yet strongly established.

A self assessment carried out by senior managers realistically identifies the quality of the provision and areas for development. However, little has been done to develop identified areas in order to improve the outcomes for children. In addition, limited progress has been made in addressing some of the recommendations raised at the last inspection. For example, time management of meal time routines still results in children waiting for some time to eat their food. Management have identified the outdoor play space as an area for development to improve the free flow of indoor to outdoor play. This will require a review of the present risk assessment and staff deployment in promoting safe use of this area.

The quality and standards of the early years provision

Children arrive happily and are soon busy with their chosen activities from available resources. Children benefit from staff interaction and involvement in their play. For example, staff sit with babies as they explore floor toys and join in enthusiastically with pre-school ball games. Most staff demonstrate a sound knowledge of how children learn and develop. Some staff use observations of children's play to successfully identify current interests and use this to plan a range of experiences. However, routines for observation and assessment are not systematic across the whole staff team. This leads to variations in both the quality of the knowledge and recording of progress and in the identification of what really excites and interests the children.

Older children converse confidently with both familiar and unfamiliar adults. They are inquisitive and curious and are confident to ask questions and share views with staff. For example, children discuss objects that fly, such as gliders and butterflies. Babies enjoy making and listening to different sounds as part of their developing language skills. Toddlers develop confidence as they try to do things for themselves. For example, they try to balance on the textured stepping stones or take pride in drawings of their favourite super hero character. Children of all ages enjoy stories and free access to books. Maintenance of rigid ratios for outdoor play limits all children's choice and opportunity for free exploration and investigation of the outdoor area. For example, babies have little opportunity to investigate the outdoor area on a comfortable floor covering. In addition, older children have been restricted by the numbers allowed out at any one time, the availability of space to develop their emerging ball skills and the opportunity to choose independently when to climb, pedal and play energetically. The outdoor play area does not fully support children's knowledge and understanding of how things grow and change. Early mathematics skills are developed through exploration of shape, counting activities and investigation of capacity. Children of all ages are able to take part in independent imaginative play based on their own home experiences. Over time children explore differing media such as paint, glue, play dough, water and sand. Older children demonstrate confident understanding of information technology as they use the computer and navigate programmes. However, resources to promote understanding of information technology are not available throughout the nursery.

Children are beginning to learn how to keep themselves safe. Older children confidently describe how to stay safe by the road and manoeuvre wheeled toys around obstacles avoiding accidents. All children are able to enjoy the outdoor area

on a daily basis under close supervision and control. This restricts the development of children's ability to assess the consequences of their own actions in relation to the safety of themselves and others. For example, children are not alerted by staff to consider others when riding bikes or playing with tennis rackets in mixed age groups. Children develop understanding of healthy eating through provision of freshly cooked and prepared meals and snacks. However, children's independent involvement in this process is limited. For example, children do not pour their own drinks or help to prepare or serve food for snacks. Most children behave well in response to staff expectations. Children's understanding of the wider world is not fully promoted or extended. For example, children are not fully celebrating the current diverse nationalities within the nursery.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met