



Leapfrog Day Nursery - Chandlers Ford

Inspection report for early years provision

Unique Reference Number	EY225569
Inspection date	17 January 2006
Inspector	Alison Jane Kaplonek
Setting Address	Pilgrims Close, Valley Park, Chandler's Ford, Eastleigh, Hampshire, SO53 4SD
Telephone number	0238 0262703
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Registered person	Leapfrog Day Nurseries (Trading) Ltd
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

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

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are inadequate - notice of action to improve.

WHAT SORT OF SETTING IS IT?

Leapfrog Day Nursery opened in 2002. It operates in purpose built premises in Chandler's Ford. The nursery is divided into three units with access to an enclosed outdoor area at the side and rear. The nursery serves the local and surrounding areas.

The nursery is registered for 116 children aged from 0 to 8 years. There are currently 180 children from 0 to under 5 years on roll. This includes 62 children who receive funding for nursery education. Children attend for a variety of sessions. A small number of children currently have special needs and the nursery supports several children who speak English as an additional language.

The nursery opens five days a week all year round. Full days are from 8.00 to 18.00, sessions from 8.00 to 13.00 or 13.00 to 18.00. An additional hour is available at both the beginning and the end of the day at parents' request.

There are 14 part-time staff and 30 full-time staff work with the children. Of these 25 have early years qualifications and 12 staff are currently on training programmes. The setting receives support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are given a varied choice of nutritious snacks, such as fruit and vegetables each morning and afternoon. They are all provided with a cooked midday meal, such as chicken casserole and vegetables, or sausage and mash. Consideration is given to the children's dietary needs and preferences. Children are provided with regular access to drinking water and the older children in the pre-school, can on occasions, help themselves to the water jug in their playroom.

Children's physical needs are sufficiently well met because staff follow effective procedures. They encourage children to wash hands after using the toilet and before eating. They consult with parents about the children's health needs and keep appropriate documentation on site. They check the cleanliness of areas of the nursery and keep well organised records of accidents or any medication which they administer.

The babies and toddlers have various opportunities to enjoy physical activity, although babies are only taken outside in warm weather. They practice walking and crawling skills in a safe environment downstairs using the appropriate equipment. Toddlers have access to a soft play area indoors where they jump, crawl, roll and balance. Toddlers and the older pre-school children have access to a fenced in area of the garden where they ride trikes and play with hoops. However, the activities outside are unplanned, insufficiently resourced for the numbers of children and do not provide adequate challenge for the older ones. Pre-school children sometimes use tools and materials when adults decide and are gaining confidence in the use of pencils and some construction materials, such as lego. There are few occasions when they are able to choose tools and materials and initiate their own play.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a safe, secure and welcoming environment where there are many safety measures in place, such as fire doors, fire blankets and extinguishers. Fire evacuation is practised by staff and children although correct procedures are not always followed by all staff. The appropriate equipment is in place to ensure that babies are kept safe, such as reins, and high chairs. Children have the use of good sized rooms where they can move freely, although they cannot independently access the toilet facilities.

Babies are provided with good quality toys and equipment, much of which they can access themselves. Toddlers use a number of different rooms set up for different types of play, some areas of which are well resourced such as the soft play and role play areas. However, other resources for both toddlers and the pre-school children, such as books and puzzles are in poor condition.

Staff and management have a satisfactory knowledge and understanding of child protection issues. They protect children in their care by following standard procedures and keeping a record of incidents they have dealt with.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Younger children are provided with a satisfactory range of resources for learning , some of which they can access themselves. Babies and younger toddlers enjoy a range of activities such as exploring the properties of finger paints or practicing their crawling skills. They relate well to most of the staff. Older toddlers move around the nursery and enjoy some of the activities provided for example role play and physical activity in the soft play area. At other times they are expected to sit and concentrate on inappropriate activities for long periods of time. Most younger children are interested and keen to learn, although the condition of some resources and the lack of organisation restricts their ability to do so.

NURSERY EDUCATION.

The quality of teaching and learning is inadequate.

Some children are reasonably happy and enjoy the activities which they have the opportunity to take part in. Others are quiet, withdrawn and unsettled. The pre-school environment is laid out in a few learning areas, such as a role play and book corner. Other areas of the room are changed during the day depending on the activities which have been planned. However, the learning environment is not always well resourced, organised or stimulating to be of any interest to the children, who consequently have little choice of practical activities and are unable to initiate their own learning. Plans include one activity each week linked to the six areas of learning but are not clearly linked to the stepping stones and are unclear about the next steps in children's learning. Many assessment records are inaccurate and do not inform future planning. The remainder of the curriculum is not well constructed and children either have free play or sit at the table with staff doing activities. Little learning results from this free play as the resources required are either unavailable or in poor

condition. Staff lack the knowledge and understanding of the Foundation stage curriculum and how children learn to enable the children to make sufficient progress. They often use inappropriate teaching methods and expect too much from the children. There is little support for children with special needs.

Most children talk to each other and staff as they play and some use language to explain what they are doing. They join in with some familiar stories. They do not know how to care for or use books as most are in poor condition. There is some extension of language by staff, for example encouraging children to use the words linked to the topic of opposites. Children have some opportunities to learn the sounds and shapes of letters and some children can write recognisable letters. Others struggle to copy letters written by staff and do not develop their writing skills during their play. Children have some opportunities to count and are beginning to recognise numbers. They enjoy number puzzles and games. However, the lack of practical activities limits their scope to problem solve, count, explore space, shape and measure and provides them with little challenge.

Children have some opportunities to explore the properties of different materials such as sand or gloop. They build with construction kits such as lego, but have few chances to access resources which stimulate them to use their imaginations or to investigate or design. Children have few opportunities to use a range of IT equipment to support their learning. Children have some planned opportunities to explore colour or texture and enjoy listening to the sounds made by different musical instruments.

Children are making insufficient progress in all areas of their learning.

Helping children make a positive contribution

The provision is inadequate.

Babies are cared for by attentive staff who respond to them and meet their needs well. They are developing self-assurance and learning to interact with others. Older toddlers and pre-school children however, are seldom involved in the life of the nursery. They have few opportunities to practise their self-care skills and do not help staff to tidy up resources when requested to. They can independently access some of the resources available during free play time, although these are disorganised and often have pieces missing. Some of the pre-school children talk to staff about their families and events in their lives, although many others are shy and withdrawn. A few pre-school children are able to concentrate well and are keen to be involved in their learning.

Babies, pre-toddlers and most children with special needs are treated with respect and their individual needs are met. Older children however, are not often praised or rewarded and many are not gaining in confidence and self-esteem. They are not supported by staff who can set clear boundaries and as a consequence do not learn to share and take turns. Some staff do not know how to encourage good behaviour according to the children's stage of development. Children in the pre-school are often not stimulated and their behaviour deteriorates. Children's spiritual, moral, social and cultural development is not fostered.

The partnership with parents and carers is satisfactory. Parents are provided with a wide range of information regarding policies and procedures in a prospectus, when their children start at the nursery. They can also access a folder of policies and procedures at the front entrance of the nursery at any time. Good communication via regular newsletters, ensures that they are kept updated about topics and routines. They find most staff approachable and feel able to discuss any issues which may arise. Parents of funded children are able to borrow nursery books to read with their children at home. Others state that they would like to be more involved with their children's learning.

Organisation

The organisation is inadequate.

Children are cared for in an environment where, resources, equipment and staff's knowledge of how children learn are inadequate to meet their needs. Appropriate essential records, such as children's details and records of any accidents are kept for each child and shared with the parents, however systems to monitor the number of children and adults on the premises are inadequate.

Leadership and management is inadequate. There is no system in place to monitor or evaluate the provision for nursery education, or the organisation of resources and activities for toddlers. As a consequence, children are cared for in an environment where they are making insufficient progress in their learning. Management are not sufficiently aware of the strengths and weaknesses of the nursery education provision, and fail to evaluate the challenge provided for children. The registered person does not ensure that all staff are appropriately qualified to fulfil their role within the nursery.

Overall the nursery does not meet the needs of the range of children for whom it provides care and education.

Improvements since the last inspection

At the last inspection the nursery were asked to ensure that the Special Educational Needs Coordinator attended training in Special Needs and cascade this to the nursery staff. This has been completed.

Complaints since the last inspection

A complaint was received about the nursery in 2005. It referred to standards 1, 2,7, and 8 in particular the suitability of staff and management, poor hygiene and the insufficient quantities of food. It also referred to poor care of babies and a shortage of resources such as tissues and wipes. The complaint was investigated by Ofsted and the nursery were required to meet a number of actions to rectify the situation. Action plans were sent to Ofsted showing how the situation would be improved. These included, issues such as staff deployment, planning of activities for the older babies, toddlers and pre-school, and the accessibility of and condition of resources. A further

visit was undertaken by Ofsted and the provider remains registered.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care, the registered person **must** take the following actions:

- complete accurate daily registers to include all children and staff and check that these are correct as part of the fire evacuation procedure.
- re-organise resources, the learning environment and staff deployment to enable children to reach their full potential.
- make sure that staff know how to manage the behaviour of children in the pre-school appropriately and that they help them to play a positive part in the life of the setting, such as helping to tidy up, become more independent and make choices.

These actions are set out in a **notice of action to improve** and must be completed by the date specified in the notice.

The quality and standards of the nursery education

To improve the quality and standards of nursery education, the registered person **must** take the following actions:

- increase the staff's knowledge of the Foundation Stage Curriculum and how children learn. Monitor and evaluate the nursery education provided to ensure children make good progress.
- plan and organise sessions which allow all children more time to freely choose activities and which ensure that younger children are not expected to sit for long periods of time. (Also applies to care)

- plan and organise the outdoor environment to ensure that all children have access to sufficient and suitable resources and that babies are regularly taken out. (Also applies to care)

These actions are set out in a ***notice of action to improve*** and must be completed by the date specified in the notice.

The Department for Education and Skills and the local authority have been informed.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk