



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 205403

DfES Number: 543041

INSPECTION DETAILS

Inspection Date 08/12/2004
Inspector Name Hazel Christine White

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Leapfrog Day Nursery (Warndon)
Setting Address Brindley Road
Warndon
Worcester
Worcs
WR4 9FB

REGISTERED PROVIDER DETAILS

Name Leapfrog Day Nurseries (Trading)Ltd 3229362

ORGANISATION DETAILS

Name Leapfrog Day Nurseries (Trading)Ltd
Address Central Office
Second Avenue, Centrum 100
Burton upon Trent
Staffs
DE14 2WF

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Leapfrog Day Nursery is one of thirty nine nurseries run by Leapfrog Day Nurseries (Trading) Ltd. It opened in 1999 and operates from 12 childcare rooms within a two storey building. It is situated on a small retail park in the Warndon area of Worcester. A maximum of 112 children may attend the nursery at any one time. The nursery is open each weekday from 7:00 to 19:00 all year round. Children have access to three secure enclosed outdoor play areas.

There are currently 149 children from 3 months to 8 years on roll. Of these, 40 children receive funding for nursery education. Children come from a wide catchment area, as most of the parents travel in to work from surrounding districts. The nursery currently supports children with special educational needs and who speak English as an additional language.

The nursery employs 30 staff. Sixteen of the staff, including the manager, hold appropriate early years qualifications. Five staff are working towards a qualification. An administrator, cook and a kitchen assistant are also employed.

How good is the Day Care?

Leapfrog Nursery provides satisfactory care for children. Staff provide a safe and welcoming environment and children are happy and settled. Access to the premises is continually monitored and security is well addressed. The playrooms are brightly decorated with the children's art work and designated areas have been created for different age groups.

Children have access to a range of resources, which are appropriate for the age group. They have a balance of indoor and outdoor play and are able to choose from selected activities. The organisation of play at times impacts on the children's ability to explore and investigate. Children change areas before they have finished playing to fit in with the daily routine. The range of selected activities is insufficient to keep children challenged and progress records are not used to inform planning. In the main toys and equipment are in good condition, however books for younger children

are limited and some are in need of repair. Staff have developed good relationships and comfort and reassure children. Children of all abilities are integrated and encouraged to reach their full potential with the support of parents and other professionals.

All staff have first aid certificates and demonstrate an awareness of accident and medication procedures, however some records are not signed. Children have a well balanced nutritional diet and food is freshly prepared on the premises. The menu is varied and caters for individual children's dietary needs.

Staff have established and maintain good relationships with parents and ensure that they are kept up to date with information about their child's day. They value the daily feedback given by staff as well as newsletters and also receive a pack which covers all aspects of the organisation. Documentation and records are in place and well organised and securely stored. Risk assessments need to be developed and fire drill records extended.

What has improved since the last inspection?

Not applicable, as there were no actions raised at the previous inspection.

What is being done well?

- Staff provide a warm, caring environment where children are happy and settled. They know children in their key worker group well and ensure that their personal needs are catered for.
- Children with special needs are provided with play opportunities to promote their development. Staff are skilful in enhancing their confidence and independence.
- Staff handle the children's behaviour in an appropriate, calm manner. Children are responsive to praise and encouragement. Attention is given to the age and stage of the children's development when handling challenging behaviour.
- Staff have good relationships with parents. They provide good written information and communicate well to ensure that they are kept informed on all aspects of childcare. Parent's opinions are valued and respected. Children are cared for according to their parent's wishes.

What needs to be improved?

- the planning and organisation of play
- selection and maintenance of books
- risk assessments to include all areas of the premises both inside and outside.
- fire drill records to include the number of children present during the procedure

- written parental permission for seeking emergency medical advice or treatment.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no complaints to report.

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
3	Devise a system for planning and implementing a suitable range of activities for children, which is appropriate for their stage of development and based on their individual needs.
5	Ensure that sufficient books are available to meet the need of young children and they are maintained to a satisfactory standard.
6	Develop risk assessments to include all areas of the premises both inside and outside.
6	Ensure that fire drill records include the number of children present during the procedure.
7	Ensure that written parental permission is requested for all children for seeking emergency medical advice or treatment.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Leap Frog Day Nursery provides an environment where children are making generally good progress towards the early learning goals. Children make generally good progress in personal, social and emotional development, communication, language and literacy, mathematical development and physical development.

Teaching is generally good. Staff have a basic knowledge of the Foundation Stage Curriculum. They plan a curriculum, which helps children progress along the stepping-stones in most areas of learning. However, the group structure and resources do not sufficiently challenge older and more able children, especially to use their imagination and be creative. Staff are less secure when planning for Knowledge and Understanding of the World and opportunities to investigate, explore, use information technology and find out how things work are limited. The daily routine is very structured and inflexible. Systems for observation and assessment are used but they do not yet link well to planning for individual children's next step of learning. Relationships in key groups are fostered well and the use of praise and encouragement ensures children are well behaved. Integration of children with special needs is given high priority.

Leadership of the playgroup is generally good. Staff work together as a team, relationships are good and they are supported by the leader. Systems to assess the strengths and weaknesses of the educational provision are limited by staff's knowledge of the Foundation Stage. However, staff are willing and enthusiastic about making changes.

Partnership with parents is generally good. They receive clear information about the setting and the planning documents are displayed. They are able to meet with key workers to discuss their child's progress at open sessions three times a year. There are systems for parents to contribute what their child already knows but they are not being completed.

What is being done well?

- Children make good relationships in their peer groups and with their key worker.
- Children are confident speakers. They speak confidently in a familiar group and are able to express their feelings well.
- Children with special needs are fully integrated into nursery life. Adult support is provided and liaison takes place with different agencies involved.
- Children are confident writers. They are able to link letters to sounds and most children are able to form recognisable letters and words.
- Children use a range of wheeled toys, climb and balance with confidence.

What needs to be improved?

- staff knowledge of the early learning goals and how different activities contribute to an area of learning, and how observation and assessments inform future planning for children's individual learning
- the provision of resources and activities to extend more able and older children and provide sufficient challenge
- the organisation of the group structure to enable children to freely select a range of resources and activities for themselves
- the use of effective questioning to expand and develop children's vocabulary
- the opportunities during every day activities to introduce simple calculation to children
- the opportunities for children to find out about their environment and explore and investigate how things work

What has improved since the last inspection?

At the last inspection the nursery agreed to extend planning so that long term plans identify opportunities for learning in all six areas of the curriculum and to share the plans with parents. Current plans identify opportunities for activities in all six areas of learning and are displayed on the notice board to share with parents.

The nursery also agreed to expand recording of children's assessments to show progress in all six areas of learning to ensure continuity and progression. Recording of children's assessments covers all six areas of learning but does not yet identify more individual assessments.

The nursery needed to develop a Special Educational Needs policy to have regard to the Code of Practice 1994 and state support nursery would give at each stage of the Code, including the development of Individual Education Plans (IEP) and the review process. Their current policy still does not make reference to the Code of Practice.

They have a Special Educational Needs Co-ordinator (Senco) in place and input from an area Senco and Portage workers. The format is in place for IEP plans although they are not currently used effectively.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children make good relationships with their key worker and children in their group. Wider relationships are limited by the group structure. They are excited engaging in new and familiar activities. Children's special needs are included fully and they are encouraged to take part in all activities. Children express their feelings well and receive support from adults. Strategies to help children listen at large group times are not effective and older children are not sufficiently challenged.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident speakers and use a good range of vocabulary. However, opportunities to expand language through effective questioning are not always taken. Children link letters to sounds and most children attempt to write recognisable letters. Most four-year-olds write their name unaided and recognise their own and names of others. Opportunities to practise writing in every day activities are limited by the group structure. Children enjoy listening to stories and looking at books.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Most children count well. Some three and four-year-olds count spontaneously during their play to 10 and beyond. Some children recognise and match numbers during activities. They make sequence patterns and can match by size and shape. Children use positional language during play. Some activities help children to compare numbers but opportunities during every day activities and group time to introduce simple calculation are not used.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Significant Weaknesses

Children have limited activities, which help them learn about the natural world and how things grow and change. They use construction materials daily and some make recognisable models. They use the computer. Resources to investigate and find out how things work are not currently available. Children are unable to explore their environment and they have few resources or activities to develop an awareness of culture and beliefs.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children use the outdoor area to engage in activities, which help them to be active. Most children climb, balance and travel over and under objects using resources available to them with growing co-ordination. They use wheeled toys with confidence. They have music and movement during small groups. Children are developing a sense of space. They use small and large equipment with growing confidence. Some structured activities and outside resources do not sufficiently challenge four-year-olds.

CREATIVE DEVELOPMENT

Judgement:	Significant Weaknesses
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Children have structured adult-led activities to create pictures and make models. Most activities are not freely selected by children. Opportunities to use their imagination and be creative are limited by the group structure. Resources, for example, in the domestic play area do not encourage children to re-create familiar experiences. Children enjoy singing and take part enthusiastically in song and finger rhymes. They have opportunities to move to music.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Develop staff knowledge of the early learning goals, and how they link to curriculum planning, observation and assessments.
- Provide activities and resources to extend challenge for more able and older children.
- Improve the organisation of the group structure to meet the needs of all children.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.