



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 147572

DfES Number: 532018

INSPECTION DETAILS

Inspection Date 10/02/2004
Inspector Name Kanwal Sonia Lobo

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Leapfrog Day Nursery (Mill Hill)
Setting Address 30 Millway
Mill Hill
London
NW7 3RB

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 has been registered since December 2000.

The group operates from a residential building which has been converted to accommodate the needs of the nursery.

The nursery is situated in a largely residential area and is within walking distance to local amenities and main transport links and routes.

The areas of the nursery that are used by the group are the ground floor which includes the two baby rooms, pre toddler room, toddler room, reception area, kitchen, laundry room, visitors toilet and an outdoor play area.

There are three base rooms used upstairs for children aged between 2 and 5 years. There are a total of 5 toilets and wash basins for the children's use and a nappy changing area.

At present there are 122 children on roll. Of these 13 children attend full time and 109 children attend on a part time basis.

The group receive nursery education funding. There are a total of 26 children who receive the funding. Of these children, 21 are 3 year olds and 5 children are 4 years.

The group operate from Monday to Friday between 07:00am to 19:00pm all year round.

Leapfrog day nursery is part of a chain of Leap Frog Day Nurseries.

How good is the Day Care?

Leapfrog Day nursery provides a good standard of care.

The staff work well in meeting the individual needs of the children. The interaction between the staff and the children is positive and stimulating. They make time to

listen to the children and take a keen interest in what they have to say about their home, families and experiences. Non verbal communication as with the babies is also effective. However, at times the deployment and organisation of staff is not effective in meeting the needs of the children fully. As a result there are missed opportunities where there are insufficient staff working directly with the children to support their learning.

There is a wide selection of toys and resources and staff organise a balanced range of activities taking into account the ages and stages of development of the children. The play provision is stimulating and provides sufficient challenge. They are able to select their own resources and make decisions about what they would like to do next.

The environment is warm and welcoming to children and parents. It is bright, clean and well maintained. There are good cleaning routines in place which do not disrupt children's activities or take staff away from working directly with the children.

The group have a commitment to children's safety. However there are potential risks in some areas of the nursery and the current risk assessments do not reflect the identified risks and what has been done to minimize the risk.

The staff use positive behaviour management strategies in line with the children's level of understanding and maturity. They lead by example and work closely with the children in finding constructive solutions to problems. Parents are kept informed of their child's progress through regular communication and record keeping. However some procedures have not been updated in line with the National Standards.

What has improved since the last inspection?

At the last inspection several actions were raised. These have now all been met. It was agreed that the operational plan and planning for the baby room and upper floor was to be reviewed and to ensure that the children's care needs were being met. To take steps to minimize hazards in the downstairs toilet, to develop resources, play provision, and equipment to enable children to develop and to review the arrangements for meal times so that the individual needs of children are met. The operational plan and planning is in line with the National Standards and staff maintain written developmental records on the children. The hazards in the toilet have been moved out of reach of the children. The resources, play provision and equipment has been extended to take into account the needs of the children. The arrangements for meal times have been reviewed and children are provided with opportunities to help themselves and to develop their social skills.

The improvements made to the service being offered to children and families has had a positive impact.

What is being done well?

- There is positive and stimulating interaction between staff and children. The staff take account of the children's individual preferences and make time to

listen to the children. They also respond effectively to non verbal communication such as with babies.

- The environment is warm and welcoming and parents and children are greeted appropriately on arrival. All areas accessed by parents and children are bright, clean and well maintained with colourful displays of children's work and information for parents which contributes to a sense of belonging.
- A wide and varied selection of play provision and a balanced range of activities are on offer which promote children's learning in all areas. The toys and equipment are stimulating, fun and provide sufficient challenge for the children.
- A good standard of hygiene is maintained and effective systems are in place to ensure that tidying and cleaning do not interrupt children's activities and take staff away from directly working with them.
- Positive behaviour management strategies are used in line with the level of children's understanding and maturity. Staff play an active role in handling behaviour through leading by example and working with children to find constructive solutions.

What needs to be improved?

- the deployment of staff to ensure that there are sufficient staff working with children at all times
- the systems in place to monitor and review the safety of children and staff
- the policies and procedures to reflect the requirements under the National Standards and the organisation of record keeping to ensure easy accessibility for parents and for inspection purposes.

Outcome of the inspection

Good

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
2	Consider staff deployment to ensure that children have sufficient staff working with them at all times so that their needs can be met fully and there are no missed opportunities to support their development.
6	Undertake risk assessments for each area of the nursery and review systems in place to monitor the safety of children and staff effectively.
14	Update policies and procedures to reflect the requirements under the National Standards and improve the organisation of record keeping so that it is easily accessible for parents and for inspection by an Early Years Childcare Inspector.

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

How effective is the nursery education?

Leapfrog Day Nursery provides children with a stimulating environment, which helps children to make generally good progress towards the early learning goals. Children make very good progress in personal, social and emotional development, creative and physical development. Children relate well to each other and their behaviour is very good.

The quality of teaching is generally good, staff use a variety of teaching methods to promote children's curiosity and learning. There are opportunities for children to initiate their play and to be taught in small groups. Staff plan many interesting topics for children to explore. Planning for knowledge and understanding of the world, for communication, language and literacy and mathematical development are less comprehensive. The planning of the curriculum does not always take into consideration the need to extend activities for older children. Staff assess and record children's progress. However, the next steps in children's learning are not always identified and included in plans.

Leadership and management is generally good. There have been several recent staff changes and the team are adopting new ways of working. Staff are committed to developing their practice.

Partnership with parents is very good. Parents have opportunities to exchange information about their children's progress with staff. They are encouraged to be involved in their children's learning and are informed of topics and activities.

What is being done well?

- The staff provide a welcoming and stimulating environment in which children can socialise and participate in a wide range of activities which support their development.
- The management of behaviour is positive, children's behaviour is very good they listen well and contribute to discussions with confidence.
- Good use is made of the playrooms to provide opportunities for children to choose and develop their independence.

What needs to be improved?

- The range of activities offered to develop children's knowledge of every day technology.
- The planning of activities to ensure that the next steps in children's learning are identified.

- The Curriculum planning to take into consideration the need to extend activities for older and more capable children.
- Displays showing examples of children's writing.
- The range of activities which develops children's knowledge of 3D shapes.

What has improved since the last inspection?

Not Applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The children are making very good progress in this area. Staff are enthusiastic and welcoming and this enables all children to have the confidence to try new activities. They value the children and their ideas, and listen attentively, responding to their suggestions. The children understand the need to work within agreed codes, and they are developing a growing understanding of right and wrong. Staff effectively help the children understand the consequences of their actions.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are making generally good progress in this area. They listen and respond to stories with their own ideas and feelings. Children's interest in writing is fostered effectively through the well resourced writing area and the incorporation of writing opportunities in role play. Many children write and know the names of different letters of the alphabet. This is not evident in the displays of children's work with no examples of children's writing available.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children's progress in this area is generally good. Children can count to five, and some to twelve with confidence. They count and calculate in every day activities such as at snack times, stories and when singing. They recognise and try to recreate simple patterns and follow sequences. Children's understanding of 3 D shapes is limited. However, they can describe and compare sizes and 2 D shapes accurately and use this knowledge when building, using large blocks.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are making generally good progress in knowledge and understanding of the world. They talk about themselves and remember past events. They learn about their own backgrounds and also about the range of backgrounds of people living in the community. Children have opportunities to build with a range of construction equipment. There are limited opportunities for children to learn about every day technology.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children's progress in the area of physical development is very good. Children climb, balance and move with confidence and agility. They enjoy participating in music and movement sessions and are able to practice and refine their skills using the large play equipment. Children use the wide range of small equipment with confidence and control. They are learning how to care for themselves and each other, to wash, dress and help prepare for meal times.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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The children are making very good progress in the area of creative development. They are able to participate in a wide variety of activities and to use a range of resources to explore colour, texture and shape. The children have good opportunities to listen to, and respond to music and they use musical instruments on a regular basis. They are confident and imaginative in their use of role play areas.

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

● KEY ISSUES

- Develop the planning and assessment systems to ensure all aspects of each area of learning are covered, the next steps for children are identified and this is incorporated into the activity plans.
- Provide opportunities for children to use equipment which promotes their learning about information, communication and technology.
- Create areas where children developments in writing can be displayed.
- Develop children's knowledge of mathematical terms to describe shapes especially 3 d shapes.

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.