



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 405269

DfES Number: 542275

### INSPECTION DETAILS

Inspection Date 01/12/2004  
Inspector Name Susan Elizabeth Warren

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Leapfrog Day Nursery (Braintree)  
Setting Address Galleys Corner  
Braintree Road, Cressing  
Braintree  
Essex  
CM7 8GA

### REGISTERED PROVIDER DETAILS

Name Leapfrog Day Nurseries (Trading) Ltd 3229362

### ORGANISATION DETAILS

Name Leapfrog Day Nurseries (Trading) Ltd  
Address Central Office Second Avenue  
Centrum One Hundred  
Burton-on-Trent  
Staffordshire  
DE14 2WF

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public 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 Nursery, Braintree is one of a national chain. It opened in 2001 and operates from a purpose-built building. It is situated on a small commercial estate near to then A120 on the outskirts of Braintree. A maximum of 109 children may attend the nursery at any one time. The nursery is open each weekday from 07.00 to 19.00 all year. All children share access to a secure enclosed outdoor play area.

There are currently 125 children aged from birth to under 5 years on roll. Of these 28 children receive funding for nursery education. Children come from a wide catchment area, both the local community and further afield. The nursery supports children with special educational needs, and those who speak English as an additional language.

The funded children are cared for by 4 staff . Two of the staff hold appropriate early years qualifications. Two staff are working towards a qualification.

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

### How effective is the nursery education?

The provision for nursery education at Braintree Leapfrog Nursery is good. It enables children to make generally good progress in all areas of learning except for Physical Development which has significant weaknesses.

The quality of teaching is generally good. The qualified staff have a generally good understanding of the Foundation Stage and how children learn. They plan and provide a range of activities spanning the six areas of learning. Some aspects of organisation need improving to ensure that there are always sufficient staff to enable the children to benefit most appropriately from the activities and equipment.

The sessions include free play time and one to one help with numeracy and literacy. Children have access to an outdoor area but this is insufficiently resourced and not effectively planned for, so some learning opportunities are missed. Support for children with special needs is in place and outside professional help is brought in when needed. At present the assessment system is not effective as it lacks evidence and does not indicate the next stages of learning for individual children.

Leadership and management is generally good. Staff feel able to approach the nursery manager for advice and to request resources etc. An appraisal system considers professional development for individual staff. Staff are encouraged to attend a variety of training courses, both in house and externally. There is a generally good understanding of the group's strengths and weaknesses and plans are in place to improve some areas.

Partnership with parents is generally good. Procedures to settle children in are flexible and take account of individual needs. There are a variety of newsletters and notice boards to keep parents informed of activities. They are invited to attend twice a year for a formal look at the children's records and have access at all other times by appointment.

### What is being done well?

- Children's work is displayed on the walls, contributing to the colourful environment.
- Children are encouraged to be independent in self care; they visit the toilet and wash their hands. They serve themselves at snacktime and mealtimes. They get their own coats and put them on.

### What needs to be improved?

- Use of the outdoor area

- Assessment records
- Planning to ensure coverage of all areas of the curriculum
- Opportunities for developing large movement skills such as climbing

**What has improved since the last inspection?**

n/a

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children settle well to activities and can concentrate well. They are confident to speak in a familiar group and can express their views and ask for help when needed. They celebrate birthdays and develop a sense of self. Children are encouraged to help one another for example putting on coats, finding resources etc. Good behaviour is rewarded with stickers and lots of praise. Children are independent and look after their personal needs. They learn about a range of world cultures.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children enjoy responding to stories and like to talk about the days of the week, weather etc. They discuss real and imaginary events as they play. They learn to link sounds and letters and can recognise their own names at registration time. Some writing resources are in poor condition. Children have one to one help with handwriting and learn to form letters correctly, however there are too few opportunities planned to encourage writing for different purposes in a practical context.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count in everyday contexts, such as at registration and when lining up. They recognise numerals and use maths equipment to order numbers. They learn about calculation through singing number rhymes and with stories that count down, and when they give out cutlery at lunch time. Shapes are used to make collages and children use construction kits. Sand and water play bring in ideas of volume, weight etc. Cooking introduces basic measurement skills.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Free use of magnifiers and magnets allows children to explore and investigate. They design and build with found materials, both group and individual projects. Various items of technology are in use including a CD player, headphones and a computer. Children talk about the months, seasons etc. They discuss home and family events. A topic about homes was well received and they learnt about different places to live. Exciting visitors to the nursery include the fire service and an army truck.

**PHYSICAL DEVELOPMENT**

|            |                        |
|------------|------------------------|
| Judgement: | Significant Weaknesses |
|------------|------------------------|

Children use wheeled toys and a slide in the outside area. At present no opportunities for climbing are in place. Children negotiate stairs and move around the nursery safely and with control. They understand and follow basic hygiene routines and are aware of wearing appropriate clothes for different situations. Small equipment includes balls, hoops and a parachute. Fine motor skills, and hand-eye co-ordination, are developed using manipulative toys and tools for craft work and cooking.

**CREATIVE DEVELOPMENT**

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|------------|----------------|
| Judgement: | Generally Good |
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Children explore colour and texture as they freely use paint and collage materials. They mix colours and experiment with different media to create displays. Musical instruments are occasionally used and children learn songs and take part in music and movement sessions. Role play props include dressing up clothes and domestic items. Children listen to stories through headphones. Cooking further develops the senses and children help to grow some plants and bulbs in the outside area.

**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 the use of the outside area and provide activities and resources to ensure that there are learning opportunities across all areas of the curriculum.
- Develop the assessment system to include evidence of children's achievements and progress on a frequent, regular basis and include details of what children need to do next.
- Review the short term planning (daily activity plans) and include a variety of teaching methods, including first hand experiences, to ensure coverage of all areas of the Foundation Stage curriculum and ensure sufficient challenge for more able children.
- Provide regular, frequent opportunities for children to develop large motor skills, particularly climbing, by moving through, over and under climbing and balancing equipment.

*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.*