

Leapfrog Day Nursery - Warndon

Inspection report for early years provision

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Type of setting	Childcare on non-domestic premises

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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*.

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Description of the setting

Leapfrog Day Nursery - Warndon is one of 133 operated by Busy Bees Childcare 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. The nursery is registered on the Early Years Register and a maximum of 112 children may attend the nursery at any one time. The nursery is open each weekday from 7am to 6pm all year round. Children have access to three secure enclosed outdoor play areas.

There are currently 96 children aged from three months to under five years on roll. The nursery receives funding for the provision of free early education to children aged three and four. Children come from a wide catchment area as most of their parents travel in to work from surrounding districts. The nursery currently supports a number of children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 26 members of staff. Of these, 17 hold appropriate early years qualifications up to level six. An administrator, cook and a kitchen assistant are also employed and there are six members of relief staff, five of whom are qualified to at least level two.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children have fun as they play and learn and make good progress towards the early learning goals of the Early Years Foundation Stage. The enthusiastic practitioners welcome the children and their families and make sure that children's individual needs are fully met. Partnerships with parents and others involved in children's care are a key strength of the nursery provision. A refurbishment of the nursery rooms is currently taking place to improve the environment and plans include increasing resources. The staff and management team demonstrates a strong commitment to sustaining ongoing improvement.

What steps need to be taken to improve provision further?

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

- build on the systems for self-evaluation by encouraging children to help plan the layout of the environment
- enhance children's learning and development through improvement of the outdoor environments, giving greater consideration to the provision of challenging physical play and also providing access to a wider range of information and communication technology resources.

The effectiveness of leadership and management of the early years provision

High priority is given to safeguarding children. All senior staff and most practitioners have completed up-to-date safeguarding training and there is a clear procedure to follow in the event of any concerns about a child's welfare. Robust staff recruitment, vetting and appraisals ensure the suitability of staff. Security measures are implemented highly effectively and thorough risk assessment takes place to maintain a safe play environment. Mostly staff are vigilant in their supervision of the children, however occasionally they overlook children's untied shoelaces which compromise children's safety. The nursery cook provides a balanced nutritional menu for the children's meals and snacks, taking full account of dietary needs. The nursery has been part of a healthy eating initiative working closely with nutritional experts to review what they offer. They have also been proactive in promoting healthy lifestyles for children and their families. Recently, 'wake and shake' activities have been introduced and parents were invited to an introductory session and given links to a related website so that they may continue the activity at home. Effective personal hygiene routines take place helping children to gain awareness of the importance of good hygiene.

The nursery is well-equipped with resources that are age and stage appropriate for the children in their different groups. Some were seen to be a bit grubby and some not in working order, for example, items of information and communication technology resources. However, plans for improvement have identified the need to extend the provision of resources and also to improve the outdoor learning environments. General redecoration of all rooms and reorganisation of the nursery has commenced. The plans for improvement build on the accurate self-evaluation of the effectiveness of the provision and parents' ideas are also included. Feedback from children to identify their interests is used for activity planning but is not actively sourced as part of the self-evaluation process.

The key person system works very well to ensure that children receive appropriate care and support. The key person works closely with the children's parents and any outside professionals involved in the care of the children. They demonstrate an in-depth awareness of children's individual needs and family backgrounds. Children who are learning English as an additional language and those who have special educational needs receive good support to ensure that every child is fully included and valued. Bilingual support is offered and this also helps parents who are learning English, for example, through translation of nursery newsletters. The key persons make regular observations of the children and use information gathered effectively to identify the next steps for their individual learning and then plan activities to support their ongoing development. They also instinctively know how to support the children as they go about their play, knowing when to play an active role in their play and when to stand back and let them play freely.

The quality and standards of the early years provision and outcomes for children

Most babies and children arrive enthusiastically and are very happy at the nursery. Sensitive reassurance is given to those who find it harder to leave their parents and they soon settle. The children have excellent relationships with the staff and enjoy one another's company. They clearly feel safe in the adults' care. Babies receive sensitive care that responds to their growing understanding and emotional needs. They gain confidence to explore and investigate their environment, both indoors and outdoors, knowing that staff are on hand to offer reassurance and support as required. They enjoy exploring activity toys and the sensory experiences offered, such as investigating different textures in the newly designed 'busy baby' areas. Staff are responsive to baby babbles and model the use of language well.

Older children have the freedom to move between various play areas and are able to make choices in their play and gain independence. Children of all ages have good access to the outdoor play environments where development in all six areas of learning is promoted. Here they play with sand and water, do gardening activities, can engage in creative play, construct or they may choose to look at books. They have a varied selection of physical play resources and equipment which encourage physical development but do not offer physical challenge to the more agile and adventurous children. They join in dance activities and 'stretch and grow' sessions are popular.

Children are helped to develop skills for the future. The children have increasing vocabularies and most demonstrate confident communication skills. Pictorial displays are used to help children learning English as an additional language to communicate their needs and wishes and their bilingual member of staff also offers valuable support for these children. Babies and children join in musical activities with enthusiasm and listen intently as staff read stories to them. They also like to look at books with their friends. They enjoy mark-making, developing control of writing and drawing implements. Some children are able to write their own names and also spell out their names proudly. Pre-school children demonstrate competence in using the computer and there is a small range of information and communication technology resources available for use throughout the nursery. Problem solving, reasoning and numeracy are introduced during routine activities and children learn to count from an early age. Many two, three and four-year-olds demonstrate good number recognition and complete simple calculations. They talk about size, shapes and quantity as they construct towers and structures using wooden blocks and their own design ideas. During cooking activities they also learn about weight and then use the mathematical language learnt during role play activities that they initiate. They see positive images of diversity and learn to value the home languages of their peers and activities planned introduce children to different cultural celebrations, helping them to gain awareness of the wider world.

Babies and children learn to share and take turns. There is a relaxed and happy atmosphere within the nursery. Children's achievements are valued highly and they receive meaningful praise and encouragement. Also, in recognition of what

children achieve in nursery a graduation ceremony is held for those transferring to school.

Children are helped to learn to keep themselves safe and healthy. The older children are quick to tell adults that they need to wash their hands 'to get rid of bacteria' and respond quickly to adults reminding them not to engage in activity that compromises their safety. Activities are also planned to support children's safety awareness, such as learning road safety.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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