

# Les Enfants at Total Fitness

Inspection report for early years provision

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<b>Unique Reference Number</b>	321633
<b>Inspection date</b>	06 June 2007
<b>Inspector</b>	Trudy Scott
<b>Setting Address</b>	Total Fitness Health Club, Tandem Mills, Wakefield Road, Huddersfield, HD5 0AL
<b>Telephone number</b>	01484 513001
<b>E-mail</b>	
<b>Registered person</b>	Les Enfants Private Day Nurseries Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Crèche

## 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](http://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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Les Enfants at Total Fitness has been registered since 2000 and is one of four nurseries owned and operated by Les Enfants Private Day Nurseries Ltd. It is located in Tandem Mills, Huddersfield and serves the local community and surrounding area. The nursery operates in the same building as a fitness centre. Children in the nursery are accommodated in three play rooms, with a separate room for children using the crèche. There are two fully enclosed areas for outdoor play. Times of opening are from 07.30 to 18.00 on Monday to Friday all year round.

The nursery is registered to care for a maximum of 49 children at any one time in the nursery and nine children in the crèche. Currently there are 77 children on roll; of these 15 receive funding for early education. Children attend for a variety of sessions.

The nursery employs 16 staff to work with the children. Of these, 11 hold appropriate early years qualifications and two are working towards a qualification. The setting has achieved the Investors in People award and receives support from an early years teacher from the Local Authority.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is satisfactory.

Children are active and enjoy regular outdoor experiences, which contribute to their generally healthy lifestyle. Children in the pre-school room enjoy a wide range of physical play activities, moving freely between indoors and outdoors for a significant part of the day. They confidently use equipment and show increasing coordination and control in their movements. Much thought has been given to creating an outdoor environment that is stimulating and offers a range of appropriate experiences. For example, children successfully negotiate obstacles when riding wheeled toys, 'paint' the fence with water and play creatively with tyres, crates and planks. Babies and toddlers play outside in the fresh air and frequently go for walks around the local area.

In daily routines and discussions with staff, children are learning simple hygiene practice, such as the importance of hand washing and cleaning teeth after lunch. Their awareness of healthy living is increased by visitors to the nursery, such as the doctor and the dentist. Staff work cooperatively with parents to reduce the spread of infection by sharing information regarding infectious illness, such as when there are cases of chickenpox in nursery. Suitable procedures are in place to maintain children's health, such as regular cleaning routines and the sterilisation of feeding bottles. However, the effectiveness of hygiene procedures is reduced as the arrangements for safe storage of nappies in the children's bathroom are not consistently followed.

Meals and snacks are healthy and nutritious, with the nursery achieving a 'Gold Award' from the Local Authority for healthy eating. Breakfast and meal times with babies are organised around the children's needs. For example, some early arrivals have breakfast at nursery rather than at home, while other infants eat when they are ready, a little later. Older children have some independence at snack time, when they spread their toast with foods, such as cheese and jam. However, the organisation of lunchtime with the older children does not fully promote their independence, for example, with more choice and opportunities to serve themselves. Children's individual care needs are met because staff work together with parents to ensure routines of care flow with the children's needs. Parents provide information about children's sleep patterns, eating habits and personal preferences. Good use is made of the key person system to ensure babies and children under three years feel secure. Each child has their own special person who takes time to bond with them and has responsibility for their care, such as nappy changing and feeding. The care arrangements for individual children ensure they are active and alert and so enjoy their play.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in secure, welcoming premises where staff consistently follow procedures to keep them safe. For example, they vigilantly monitor the controlled entry system, conduct daily checks on the premises and carry out rigorous procedures to ensure safe collection of children. Risk assessments are conducted on all areas of provision and action taken to minimise potential hazards. The attention to children's safety ensures children can move around and explore freely in a safe environment. Children learn to avoid accidental injury because staff talk to them about safe practice. For instance, they know to wear goggles when using woodwork tools and that they must not enter the nursery kitchen. When building with large wooden bricks,

children receive a lot of guidance about using them safely. Although, sometimes this reduces challenge as children are told not to build too high but do not receive other suggestions for safe use. Babies and toddlers develop confidence as they become mobile because staff stay physically and emotionally close and arrange furniture to enable children to pull themselves up.

Children enjoy a variety of safe, good quality toys and play materials, appropriate for their different ages and stages of development. They are encouraged to make choices as play materials are placed where they can reach them easily. Older children access resources from low-level storage and child-height furniture, while babies have toys placed nearby on the floor, encouraging them to reach and stretch. Children enjoy shared experiences as there is sufficient, suitable furniture for them to sit together comfortably. For example, babies socialise by reaching out to others when sitting alongside each other in high chairs at breakfast time.

Staff have a secure understanding of their responsibilities for protecting children, through receiving child protection training which is regularly updated. This contributes effectively to safeguarding children's welfare.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are happy and content as they are cared for by enthusiastic staff who help them enjoy their time at nursery. Staff take time to get to know children and build trusting relationships, helping those new to the setting feel secure. Staff working with children under three years make very good use of the 'Birth to three matters' framework to create an environment in which babies and toddlers flourish. Staff have secure understanding of the importance of a familiar adult who is key in children's daily lives, they ensure each child has their own caring adult to give them time, attention and affection. For instance, a baby responds with pleasure, smiling and gurgling, as a familiar adult plays with her, gently touching her face with a feather from the treasure basket.

Children benefit from a range of developmentally appropriate activities and quickly become confident to explore the environment. Babies and toddlers enjoy many sensory experiences, such as the different smells and textures in the treasure basket or opportunities to experiment with paint. Older children are allowed time to engage in free play activities both inside and outside. These include sand and water play, digging and planting in the garden, role play and a variety of opportunities to develop their creativity. Children using the crèche are offered a good variety of activities. Children form good relationships with each other and enjoy being part of a group. For example, sociable toddlers play happily in the book corner, looking at books, talking and imitating each other's actions. Throughout the nursery there is a balance of children playing in groups, working with an adult or engaged in solitary play with adults close by for support.

### **Nursery Education**

The quality of teaching and children's learning is satisfactory. Children make steady progress towards the early learning goals due to staff's sound understanding of the Foundation Stage curriculum. Staff plan a range of activities that cover the six areas of learning and mostly meet the needs of the children. Much of the children's day is based around continuous provision, where children have free access to activities and resources. This promotes decision making and helps children develop confidence, contributing successfully to their personal, social and

emotional development. Many of the freely chosen activities are well thought out to maintain children's interest and develop their knowledge and understanding of the world. They explore and investigate everyday technology as they take apart radios and mobile phones and have frequent opportunities to practise computer skills. The free play is complimented with adult-led and group activities. Although, not all large group activities are sufficiently planned around children's individual needs, for example, in a large story group some children become distracted.

Children are learning to use language well for a range of purposes, such as making their needs known, initiating conversation and describing and asking questions. Staff effectively support their language development by making the most of opportunities to speak with and listen to children, engaging them in conversation and asking open-ended questions. Children see a variety of print in the environment and engage in a number of activities which foster hand-eye coordination and support their early writing skills. They 'write' as they make marks, squiggles and letter-like shapes. Some children recognise their names as they select name cards in the morning and see their names displayed on coat pegs and pictures. They show an interest in number, counting with staff at group time and singing number rhymes. For instance, children spontaneously sing and act out 'Five Little Speckled Frogs' when they see numerals on game cards. However, opportunities to promote children's awareness of letter sounds or to attempt simple number problems are not maximised in everyday activities and routines. For example, by working out how many plates are needed at lunchtime or with encouragement to listen to initial letter sounds in their names.

Staff spend much of their time in direct work with children, supporting them in their learning. They regularly observe children and note their observations alongside photographs. Currently, the information is not used consistently to plan the next steps in individual children's learning and provide challenge for more able children. The observation records contain delightful examples of what children actually do and how this links to the six areas of learning. These are included in children records of achievement, which are regularly shown to parents and are available for them to see as they wish, enabling them to share in their children's learning.

### **Helping children make a positive contribution**

The provision is good.

Children show a strong sense of belonging and feel at ease in the nursery setting as they are warmly welcomed by friendly staff. Older children feel at home because they are familiar with routines and know where to find favourite toys and activities. The consistency of care that younger children receive from their key person, their primary caregiver in the setting, helps them develop confidence and trust, and become increasingly independent. Children know they are valued by staff who support their attempts and achievements with praise and encouragement. For instance, staff smile and clap when a baby holds a desired toy in the air after successfully crawling around the room to reach it. They give realistic praise to three and four-year-olds in the woodwork activity when they persevere to knock nails into the wood. This helps children feel good about themselves and develop self-esteem. Staff work together with parents to find out as much as they can about the children so that they can respond to individual needs. Parents really value the service the nursery offers and the sensitivity of the staff.

Children play harmoniously together or comfortably alongside each other and are supported by staff in managing their behaviour. For instance, a group of boys use language in a dispute over a scooter, calling on a member of staff to help them resolve the issue. They show courtesy and consideration for others, remembering to say please and thank you with gentle reminders from staff. To help children learn about each other's lives and appreciate similarities and

differences, parents are encouraged to share information about their families. For instance, by providing family photographs and sharing traditions. They learn about their own community and the wider world in planned topics and activities, such as visitors to the setting and comparing celebrations. In discussion, the management and staff show they have the necessary will, commitment and understanding to provide appropriate care for children with disabilities and learning difficulties. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. Staff keep parents well informed of what their children are doing and learning through daily informal discussions, sharing children's development records and twice yearly parents' evenings. To build on children's prior learning and their home experiences, staff ask parents about their children's interests and achievements and encourage them to note what children do at home. Staff make time to listen to parents and allay fears. For instance, they informed parents when introducing woodwork with real tools, explaining the value of the activity on children's learning. This approach encourages parents to become involved in their children's learning in meaningful ways.

## **Organisation**

The organisation is good.

Children's feelings of security and well-being are increased by the effective deployment of staff. The carefully considered use of the key person system ensures children have their own member of staff who builds trusting relationships with them and their parents. Staffing remains stable with sufficient numbers of regular staff so that children always have access to a familiar adults, with a secondary key person being available. Children using the crèche benefit because they are cared for by consistent staff. Grouping of children in the nursery takes into account their age, stage of development and emotional maturity. Transition between the groups is managed sensitively, in consultation with parents. Staff regularly attend additional training and share the knowledge and information gained with colleagues to further develop the provision. An example of this is the very good use staff have made of training in the 'Birth to three matters' framework to improve the outcomes for children.

A comprehensive collection of policies and procedures underpins the day to day running of the setting and supports children's care, learning and play. Staff become familiar with policies and procedures in induction and have regular opportunities to review and discuss their understanding in one to one sessions with the manager. Policy documents are shared with parents to keep them well informed about the childcare. This helps parents and staff work together to provide continuity of care for the children. Overall, the provision meets the needs of the range of the children for whom it provides.

Leadership and management of the nursery education is satisfactory. Clear aims for children's learning are shared with staff and parents and work generally well in practice. Staff use suitable systems to monitor and evaluate children's progress, although these are not used consistently to ensure children make as much progress as they can. The professional development of the staff is managed well with staff attending a variety of relevant training courses. There is a commitment throughout the nursery to continual development, reflected in the significant improvements since the previous inspection and the cooperative working with other professionals, such as the advisory teacher. This approach strongly supports the continuing development of the educational provision.

### **Improvements since the last inspection**

At the previous inspection, the setting was required to modify the written records of medicines given to children, to include parent signatures. The record keeping system has been reviewed and now includes parental signatures. This contributes to keeping children safe and well and helps the setting work cooperatively with parents.

Good progress has been made on the key issues from the last inspection of nursery education, where significant weaknesses were identified in children's learning and the quality of teaching. The setting was asked to develop the planning for children's progress in the six areas of learning and to improve the monitoring and assessment system. Much work has gone into improving the planning, which now incorporates the six areas of learning into both the indoor and the outdoor environment. The planning is based around continuous provision, giving children time and opportunity to return to activities, practice skills and consolidate their learning. Staff regularly observe children and use this information when planning for the whole group. They sometimes make use of it to plan for individual children's progress and this continues to be an area for development.

The setting was also asked to develop a more rigorous system to monitor and evaluate the quality of teaching and to plan more ways to involve parents in their children's learning. There is a clear system in place for staff appraisal and frequent meetings with the person in charge to discuss work practice and plan for progress. Staff training needs are identified through discussion with the person in charge and a training plan is developed in consultation with the advisory teacher. Parents receive user friendly information about the curriculum and have frequent discussions with staff about what their children are doing in nursery. This ensures parents share in their children's learning and enables them to carry on with the learning at home.

### **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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.

## **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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- review procedures for safe storage of nappies in the children's bathroom
- review the organisation of lunchtime to encourage more independence and choice.

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- use the information gained in observation and assessment consistently to plan the next steps in individual children's learning and provide challenge for more able children
- plan to use opportunities in daily routines and activities for children to attempt simple number problems and introduce linking of sounds and letters.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)