

Les Enfants

Inspection report for early years provision

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| Unique Reference Number | EY343942 |
| Inspection date | 02 April 2007 |
| Inspector | Susan Janet Lee |
| Setting Address | Les Enfants Ltd, Lower Woodbank House, Avondale Road, DARWEN, Lancashire, BB3 1JE |
| Telephone number | 01254 760473 |
| E-mail | |
| Registered person | Les Enfants Ltd |
| Type of inspection | Integrated |
| Type of care | Full day care, Out of School care |

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.

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 Nursery was registered under the current owner in December 2006. The setting operates from a property close to Darwen town centre. The provision is run by a limited company.

The children are grouped in playrooms according to their age and stage of development. The playrooms, along with bathroom facilities, are located on the ground and first floor. There is an outdoor play area available for outdoor play.

The nursery is open Monday to Friday from 07.30 until 18.00, all year round. It is registered to provide care for a maximum of 70 children at any one time and there are currently 61 children on roll. Of these, 35 children receive funding for nursery education. The provision currently supports a number of children who speak English as an additional language.

The provision also provides out of school care. This consists of a before and after school club, which is open Monday to Friday from 07.30 until 09.00 and again from 15.15 until 18.00 during term time, and a holiday club, which is open Monday to Friday from 07.30 until 18.00 during school holidays. The out of school club currently has 12 children on roll.

There are 14 staff employed to work directly with the children. All staff hold an appropriate early years qualification. The setting has completed the Quality Counts assurance scheme.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a very well maintained environment. They stay healthy because staff exercise good hygiene practices to minimise the risk of cross-infection. For example, they use colour coded cloths for different tasks, wear aprons when serving meals and follow good standards of hygiene when changing nappies to help protect the youngest children. The children learn about personal care routines as they wash their hands at appropriate times of the day. They develop an awareness of oral hygiene as staff are currently working with parents and taking part in the 'smile for life' initiative. First aid boxes are located in each play room and are well stocked, ensuring accidents may be dealt with quickly and effectively.

Children's dietary requirements are successfully met as staff gather information from parents about their children's individual dietary needs. This information is taken into account when planning meals and snacks. Children are well nourished and develop an awareness of healthy eating as the menus are well balanced and wholesome. Snacks and meals include lots of fresh fruit and vegetables to aid children's growth and development. The meals include lots of different tastes, textures and aromas to help develop children's senses. Staff ensure that babies have drinks at regular intervals, whilst older children are able to quench their thirst independently as drinks are readily accessible to them. Meal times are relaxed, social occasions; staff sit with children as they eat and the children are able to chat to their friends and eat at their own pace.

Babies benefit from routines that are consistent to the experiences at home as staff follow their individual sleep and meal routines, providing a secure and familiar environment. Very young children receive lots of positive physical contact, eye contact and interaction during personal care routines such as nappy changing time. The children have lots of opportunities to enjoy and develop their physical skills as they play outdoors each day and also use a soft play room. Photographic documentation shows the children enjoying playing in the rain and jumping and splashing in puddles. They learn about their bodies and develop control and coordination as they have access to a wide range of outdoor play equipment and have fun walking, running and jumping, all of which contributes to their good health and physical development. Children in receipt of nursery education have access to a good range of outdoor equipment to help them to develop their large physical skills. They move around freely and with pleasure, and are able to move their bodies to create intended movements. The children engage in lots of activities that require hand eye coordination, for example, using pencils, paint brushes, and threading and weaving activities.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a warm, welcoming environment. Children's artwork, posters and information for parents are displayed, making the environment bright and stimulating for the children, parents and visitors. The playrooms are spacious, providing lots of room for the children to move around freely. There is a good selection of equipment, furniture and soft furnishings available to allow babies and older children to play, rest and eat in comfort. There is a wide range of resources available to meet the needs of the children being cared for. Staff check and

clean resources on a weekly basis, ensuring they are clean and that risks to children are minimised. All items are of good quality, suitable design and appear in a safe and clean condition.

Staff have a good understanding of safety and all reasonable steps have been taken to ensure that the environment in which children are cared for is safe and secure. The children develop an awareness of what to do in the event of an emergency, such as a fire, as they practise the emergency evacuation procedure with staff on a regular basis. Staff supervise the children well, enabling them to play safely and independently. They encourage the children's understanding of keeping themselves safe through example, discussion and play activities. For example, the fire service and the police have visited to talk to the children about different aspects of keeping themselves safe.

All required documentation is in place and staff have a clear understanding of child protection matters and procedures, ensuring children's welfare is effectively safeguarded.

Helping children achieve well and enjoy what they do

The provision is good.

Staff have attended training and have a developing understanding of the 'Birth to three matters' framework. They have recently begun to implement the framework into planning and observations of the children. Staff plan and provide a wide range of age appropriate and interesting activities for the children to help them develop their physical, intellectual, emotional and social capabilities. The children are happily engaged and occupied. Children also benefit when staff take activities from the indoor environment outside. For example, children playing outdoors are able to read books, chalk, paint and participate in a collage activity.

Babies have access to resources that are colourful, tactile and that make noises, helping to develop their sensory experiences. They begin to find a voice, and listen and respond as staff listen when they try to communicate and respond in gentle tones; helping to reinforce early speech patterns. Staff offer lots of positive physical contact by means of hugs and cuddles, to help the children feel secure.

Children make meaning and connections as they play with cause and effect toys, press buttons and open doors on activity toys to see what is behind them. The children enjoy being creative and imaginative as they play instruments to background music and participate in a collage activity. They develop hand eye coordination and fine manipulative skills as they use glue spreaders and use their fingers and thumbs to pick up collage materials. A group of children sit in a small group and listen to a story. Staff use different tones of voice to add interest and intonation. The children listen intently to the story and help to turn the pages.

The small group rooms and the effective key worker system allows staff to get to know the children well. Staff share warm relationships with the children, who are content and secure in their care. Staff deploy themselves well to enable them to offer good care and support to the children. They sit at the same level as the children as they play and take an interest in what the children say and do. The children invite staff into their games and play.

Nursery education.

The quality of teaching and learning is satisfactory. Children in receipt of nursery education have access to four rooms that are bright and conducive to children's learning. Two staff work with the children and they each hold an appropriate early years qualification. They have attended

training in relation to the Foundation Stage. They plan and provide a range of activities to help children make satisfactory progress towards the early learning goals. Staff prepare well for focussed activities and interact with the children to engage them, extend their language and to answer their questions.

Play plans show links to the stepping stones and include differentiation to meet the varying needs of the children. However, planning records do not currently include next steps of learning for individual children, and the children's development records do not give a clear picture of their progress.

Children's personal, social and emotional development is well supported by staff. The children show good levels of involvement in activities and they clearly feel safe and secure. They form friendships with other children and seek them out to join in their play. The children show good levels of independence as they put on aprons and dressing up clothes and serve the milk at snack time. They use language well to explain what they are doing, connect ideas and anticipate what will happen next, for example, they suggest how a story might end. The children are confident to initiate conversation with others. They develop a love of books and they visit a mobile library to choose books for the nursery. The children have opportunities to mark make with a variety of tools, and begin to ascribe meaning to marks as they write on Eater cards for their parents and write letters.

Children learn about mathematical concepts such as number, shape and size through a range of daily routines, play activities, songs and stories. However, there are limited opportunities for the children to use problem solving skills to begin to calculate. The children develop an awareness of capacity as they play with measuring jugs in the water and participate in baking activities. They are able to select named shapes and talk about the shapes of everyday objects. The children develop an awareness of symmetry as they make butterfly prints with paint and look at the patterns they make when paper is folded. They explore and investigate materials, such as sand, water, paint, dough, cooked spaghetti and ice, and they are able to use words to describe the texture of such materials. They have access to a range of construction toys and they build with a purpose in mind. The children show an interest in information and communication technology resources and benefit from having access to a computer and a range of other programmable resources. They develop a sense of time as they follow the setting's daily routine and talk about days of the week. The children have access to a wide range of resources that reflect diversity and enjoy playing with them. For example, the children enjoy playing with a Chinese dragon.

The children have opportunities to express their own ideas and thoughts using a range of creative media. They enjoy working creatively and are able to mix colours. The children join in with their favourite songs and explore the sounds of musical instruments. They are able to re-enact their own experiences and develop their understanding of the world in which they live, as they participate in a developing range of role play situations. The children play cooperatively as part of a group to act out their play.

Helping children make a positive contribution

The provision is good.

Staff gather a wealth of information from parents about their children's individual needs to enable them to be in a position to best meet these needs. There is a good range of resources available that reflect diversity; helping children to gain an understanding of the wider world. The children celebrate their own and other cultures, for example, they celebrate Chinese New

year, St Patrick's Day, Eid and Diwali. This helps them to value each others similarities and differences and develop respect for other people's cultures and traditions. Staff demonstrate a positive attitude towards children with additional needs.

Staff have a good understanding of the behaviour management policy and are consistent in their approach to managing children's behaviour. They act as good role models to the children as they treat them with care and concern, use 'please' and 'thank you' and encourage the children to share and take turns. As a result, the children develop an awareness of what is expected of them from an early age. Staff praise the children at every opportunity for their efforts and achievements; helping to improve their confidence and self-esteem. The children develop a good sense of belonging. On arrival, they wave to their parents and go happily to play with their friends. The children are able to make decisions as they choose what to play with, and older children show care and concern for the younger children. Children's spiritual, moral, social and cultural development is fostered.

The manager discusses policies and procedures with parents at the initial meeting, helping to forge a shared understanding from an early stage. Staff share good working relationships with parents, who are greeted warmly on arrival. Effective systems are in place to keep parents informed about the provision and their children's activities. Parents are happy with the service provided, levels of care and activities afforded. The partnership with parents whose children are in receipt of nursery education is satisfactory. They are provided with relevant information in relation to nursery education. Satisfactory systems are in place to gather information about children's starting points. Staff complete developmental progress reports for parents once every term and the setting also holds a parents' evening once a year. Staff encourage the parents to be involved in some of their children's learning. The children participate in a reading scheme and parents are encouraged to read the books to their children. They also contribute items for display purposes.

Organisation

The organisation is good.

A vetting procedure is in place to help protect children; however, this is not available in written format. Staff have regard for children's well-being as they attend training to further develop their childcare practice. Twelve staff have valid first aid certificates ensuring they have up to date knowledge of what to do in the event of an accident or minor injury.

Records of children's attendance and observations during the visit show that staff to child ratios are maintained to promote children's care. Staff work well together as a team and they organise space, time and resources effectively to meet children's needs.

All required policies and procedures are in place and these work well in practice to positively promote children's health, safety, welfare and enjoyment. All appropriate documentation is in place and it is well organised. Staff maintain individual children's records to ensure confidentiality. However, the accident record does not include sufficient information regarding the location and nature of injuries.

The leadership and management of nursery education is satisfactory. The registered person has recently taken over an existing nursery. The registered person and the manager share a vision for the nursery and together they have involved staff in implementing changes in the nursery. A good induction procedure ensures staff have a clear understanding of their roles and responsibilities. Regular staff meetings and supervisions ensure open lines of communication.

The management team are aware of the strengths and areas for development in relation to nursery education and they are currently seeking support and advice from an advisory teacher.

Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration 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):

- continue to develop play plans using the 'Birth to three matters' framework
- ensure the vetting procedure is available in written format and that the accident record includes sufficient information regarding the location and nature of the injury.

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):

- further develop planning and assessment to include next steps of learning for individual children, and further develop assessment records to give a clearer picture of children's progress
- develop teaching practices to provide more opportunities for children to begin to use problem solving skills to calculate
- further develop systems to gather information about children's starting points should a child begin nursery at the age of three, and continue to develop strategies to involve parents in their children's learning.

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