

Le Monde Petit Ltd

Inspection report for early years provision

Unique Reference Number	309364
Inspection date	14 December 2007
Inspector	Wendy Fitton
Setting Address	Bank Parade, Burnley, Lancashire, BB11 1UG
Telephone number	01282 427120
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Registered person	Le Monde Petit Ltd
Type of inspection	Integrated
Type of care	Full day 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?

Le Monde Petit opened in 1990 and is part of a chain of nurseries that are privately owned. The premises are situated within easy access of Burnley town centre in Lancashire. The nursery is registered to provide full day care for a maximum of 110 children under the age of eight years. There are currently 127 children on roll, 31 are in receipt of funding for nursery education. This nursery supports children with English as an additional language and children with learning difficulties or disabilities.

Children are grouped in separate units according to their ages and stages of development. There is a baby unit with two areas for children under two years, a toddler room for children from two years up to three years and a pre-school area for children from three years up to five years. There are suitable nappy changing and toilet areas, outdoor grounds, a kitchen, a laundry area and staff facilities.

The nursery is open Monday to Friday from 07.00 until 18.00, for 51 weeks a year. There are 32 adults employed and this includes nursery staff, support staff, managers and additional staff

for specialist teaching activities. All nursery staff have appropriate qualifications in early years and child care.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health needs are supported because staff take steps to prevent the spread of infection and appropriate measures when children are ill. Staff wear disposable aprons and gloves during nappy changing and bathroom routines. Children are encouraged to wash their hands before and after food and after using the bathroom. Individual face cloths are available and children learn about hygiene as they see pictorial evidence of teeth cleaning and washing hands. The premises are clean and hygienic and there are systems in place for washing bedding, soft furnishings and equipment. Children's medical and emergency needs are met as most staff have up to date first aid training. Accident records are available and there is consent for emergency medical treatment. Sickness and exclusion procedures are followed and any communicable diseases are reported and parents are made aware of them.

Children learn about healthy living and the importance of rest and exercise. They access outdoor play throughout the day and climb on equipment. They dance to music and exercise their bodies through physical activity. Children rest and sleep according to their own needs and routines. There are cots, sleep mats and cosy areas for children to relax and unwind. Children's physical development is best promoted as they move around the nursery areas with confidence. There is lots of space for free movement and they enjoy dancing and movement to music, playing with bats, balls and sport equipment. They use one handed tools to develop their hand-eye coordination through scissors and pencils and they explore malleable materials and construct with bricks and make jigsaws.

Children enjoy their meals and snacks and they are well nourished and have a varied and healthy diet. A cook is employed who provides home cooked foods to meet with all religious and dietary needs. A planned menu highlights the use of fresh vegetables, fruit, pasta, meat and fish and a vegetarian option is available daily. The kitchen is well stocked, clean and well organised and the cook is sensitive to all dietary requirements. Children access drinking water freely in their own units and a positive social occasion is provided as they sit with their friends. The nursery is part of the 'smiling for life' campaign and has been awarded recognition for the quality of healthy snacks and meals.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are welcomed to a safe, secure and suitable environment with access to adequate space in an appropriate location with all necessary facilities to promote children's all round development needs. There is good use of space that is well planned and organised for free movement and access to specific play areas for various activities. Children feel a sense of belonging as they see lots of bright colourful pictures, posters and displays they can relate to. The building is maintained to a suitable standard and children are grouped according to their ages within a base room.

Children make choices from a range of furniture, equipment and toys including everyday routine equipment to support children's development. For example, there are child-sized tables and

chairs, bean bags, high chairs, cots and baby toys. Older children use messy and creative play materials, construction toys, outdoor play equipment, role-play toys, books and various table top games and small world equipment. Children use some decision making skills to decide what they wish to play with and access low storage units and baskets for free access. Resources are checked regularly and renewed or repaired as required.

Children's safety is paramount and they are safe and secure both inside and outside the premises, not exposed to any hazards or risks. Staff clearly identify any risks to children and a named safety officer takes on the responsibility. Staff have the necessary safety features in place and follow safety procedures throughout the day. For example, outdoor areas are secure, security systems on entrances are in place and all children and staff are booked in and out. Sockets are protected and there are safety barriers and gates in place within the designated areas. Regular fire drills are planned and there is up to date public liability insurance cover.

Children's welfare is protected because staff understand their role in child protection and there are clear vetting procedures followed for all staff working directly with children. Staff know to report any concerns to the designated member of staff and a record is documented. There is a clear policy in place that is acknowledged by parents and is in line with local safeguarding children board with all contact agency numbers accessible.

Helping children achieve well and enjoy what they do

The provision is good.

Children's care learning and play is best supported as staff are clear about the main purpose of the provision. Children develop their physical, emotional, social and intellectual capabilities through a wide range of activities and experiences. Children really enjoy exploring and investigating through messy and creative play as they use shredded paper, sand, paint and glue. Children respond and feel secure with the routines and rhythms of the day that meet their individual care plans. There is lots of free play and areas are organised so children have full opportunities to participate according to their own choice. They can relax in the book area, play on the floor or at tables with bricks, jigsaws or activity toys and play imaginatively in the home corner and with small world people and animals. Children develop their independence as they put their own coats on and feed themselves at meal times. There is access to outdoor play throughout the day and children develop their physical skills on bicycles, the climbing frame and using bats, balls and hoops. Children feel secure with their allocated key person who tends to their needs and carries out observations to monitor their development. Interaction is positive and nurturing within a very child led environment and children play with purpose and interest. Children's achievements are celebrated through positive rewards and their work is displayed. Staff are sensitive to differing behaviours and there is good consistency of care.

Nursery Education

The quality of teaching and learning is satisfactory. Children show some independence in carrying out activities as they choose which area they wish to play in and select resources that are available. Children are not always motivated and interested to learn due to some resources and enhancements being unavailable and uninviting to interest them. They are confident and comfortable with routines and rhythms of the day and talk about what they are doing and what happens at varying times. Children ask questions and freely talk about their families and home life. Children use vocabulary that is focused on objects or people who are familiar to them and listen to others in small groups when conversation interests them. They are beginning to recognise familiar words through their name cards and letters of the alphabet.

Children can describe the texture of things as they talk about cold ice, soft squishy play dough and soft and hard surfaces. Children create their own constructions, collages, dances and drawings using various materials and mediums. They respond to comments and questions about their creations. They engage in imaginative role-play based on their own experiences and everyday routines. Children use mathematical language in play, how many books, cups, pieces of fruit and begin to count with some numbers in the correct order. They represent numbers using their fingers. Children show curiosity as they manipulate objects, using the computer mouse and show interest in information technology through the computer, tape recorders and head sets. Children learn about the world they live in and participate in festivals and celebrations from around the world, through local community visitors, books, music and crafts.

Children's starting points are clearly identified through the all about me information passed on from parents and other groups in the nursery. Staff plan activities linked to the six areas of learning and there are planned and spontaneous observations carried out, linked to aspects of the curriculum and the associated stepping stones. There is continuous provision throughout the day and a planned focused activity linked to the theme. Staff's questioning methods do not always challenge and support children to achieve as much as they can. The teaching methods do not keep children interested and focused. Every child has an individual profile that shows observations, pieces of art work and some photographs. All plans are evaluated and inform for the next steps of learning.

Helping children make a positive contribution

The provision is good.

Children are warmly welcomed and valued as they have full access to all activities and facilities. Children's specific needs are well met through close liaison with parents to ensure cultures and family lifestyles are acknowledged and respected. Staff discuss all needs and routines with parents and an 'all about me' booklet is completed. Children are allocated a key person who provides necessary care and experiences for children to feel settled and comfortable. Children learn about diversity and the wider world as they participate in themes and activities about festivals and celebrations. They welcome visitors from other communities and learn about their lifestyles. They read books and stories and dress up in traditional costumes and materials. Children are fully included in the life of the setting as staff are proactive in ensuring action can be taken when a child is identified with a learning difficulty or disability in full partnership with parents and other professionals.

Children benefit most where adults adopt a consistent and positive approach to the management of their behaviour. Children are fully aware of the rules and boundaries and can follow the routines and rhythms of the day. There is a named person for behaviour management who supports staff in their role to ensure children are dealt with in a consistent manner. Children respond to some 'time out' strategies according to their level of maturity and understanding. There are positive strategies in place and children discuss the effects of their behaviour on others. Children are well occupied and busy, so challenging behaviour is minimal. They develop good self-esteem as they are rewarded when they take home the teddy for the weekend.

Children feel secure and benefit when there are positive and trusting relationships between their parents and staff. Parents have access to a wealth of information about the organisation with policies, procedures, notice boards, newsletters and daily feedback from staff. Parents comment positively about the nursery and feel that the nursery is well organised, that staff are open, friendly and helpful. They are familiar with their child's key worker and know that their

children are happy and content. Most parents know what to do in the event of a concern or a complaint, but do not know the role of Ofsted.

Partnership with parents in relation to nursery education is good. Parents are invited to help with their child's learning at home through activity sheets, collecting objects and items and providing additional resources linked to a current theme. The newsletter informs parents about forthcoming activities and a parent week is held to enable parents to look at children's progress and development information with the key worker. Parents are asked to share their skills and knowledge with the children and participate in sessions.

Children's social, moral, spiritual and cultural development is fostered. Children are confident and have good self-esteem as they are rewarded for good behaviour and their achievements are recognised and valued. They thrive on the positive relationships they have with each other and staff as they learn about rules and boundaries and the importance of listening, sharing and caring. Children learn about society and the wider world as they welcome visits from the community services, participate in cultural festivals and celebrations and learn about different family lifestyles and individual needs and wishes.

Organisation

The organisation is good.

Children are protected and safeguarded because they are well cared for by adults who are vetted and cleared to work with children. Staff are qualified in child care and have experience, interest in further training and are well managed through regular supervision, coaching sessions and appraisal. Each member of staff has a personnel file detailing references, qualifications and development information. New members of staff follow a full induction programme and are clear on their roles and responsibilities and the organisational procedures detailed in the operational manual.

Children really benefit from an environment and practice that is well organised to meet children's individual needs. There is effective and well planned use of space. The grouping of children is organised and staff ratios are met and maintained throughout the day. Each child has an allocated key worker who is responsible for all care needs and records of development and progress. Children are cared for in separate rooms and areas that are divided and arranged for various activities and routines.

Children's welfare, care and learning is maintained through the successful management of the provision. Records, policies and procedures are in place, accessible and in line with requirements and regulations. For example, regulatory records include accident and medication details, children's individual information, staff details and attendance records. There are extensive organisational policies and procedures that work in practice as staff ensure they work consistently to meet all needs and share information with parents.

The leadership and management is good. The current manager has addressed all recommendations from the previous inspection and demonstrates a clear vision to move the setting forward. She wants to develop a multi agency network and to achieve a quality kite mark status. The manager recognises the strengths of the provision in the experience and expertise of the staff team and working together with other managers in the group. She has developed strong partnerships with parents and other professionals. Staff performance is monitored through staff meetings, coaching sessions, supervisor meetings and daily observation and discussion. The manager is fully aware of her roles and responsibilities within the nursery

and to Ofsted. She is keen and motivated to up date her own skills, knowledge and practice through advanced training programmes and qualification status.

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

Improvements since the last inspection

At the last inspection the provider agreed to: ensure that hygiene practices are maintained in the baby room and the toddler sleep room; ensure that staff are consistent and follow procedures when handling children's behaviour; ensure that children are able to work in small groups during story time and craft activities; ensure that the number of children in the baby room does not exceed twelve and; ensure that children access a range of quality books and role-play equipment to learn to handle books and support their imaginative role-play.

Staff now follow detailed cleaning and hygiene routines. Children's behaviour is managed consistently according to their age and level of development, in line with the behaviour policy. Children have access to books and role-play activities to develop their imagination and learning. Children are grouped according to their ages and needs with the creation of two baby units with no more than twelve children. Children's health, welfare and learning has now been enhanced.

Complaints since the last inspection

Since the last inspection there have been two complaints made to Ofsted that required the provider and Ofsted to take action in order to meet the National Standards.

Ofsted received concerns relating to National Standard 2 Organisation, National Standard 6 Safety and National Standard 7 Health. A childcare inspector visited the provision on 11 April 2007. Actions were raised and satisfactorily met by the provider. The provider remains qualified for registration.

Ofsted received concerns in relation to National Standard 6 Safety and National Standard 7 Health. The Compliance, Investigation and Enforcement Team contacted the provision. The provision provided an investigation response regarding the concerns raised. Ofsted are satisfied the provider remains qualified for registration.

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.

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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):

- ensure parents are fully aware of Ofsted's role in relation to complaints.

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):

- plan the environment to ensure resources are interesting, inviting and enhanced to encourage the children to play with them purposefully (also applies to care)
- ensure staff routinely question children to extend and consolidate their learning through continuous play and challenge their thinking.

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