

Petit Enfant Day Nursery

Inspection report for early years provision

Unique Reference Number	EY359405
Inspection date	02 May 2008
Inspector	Gillian Little
Setting Address	Madley Park, Northfield Farm Lane, Witney, Oxfordshire, OX28 1UD
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Registered person	Petite Enfants 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 satisfactory. 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?

Petit Enfant Day Nursery is one of two settings run by Petit Enfant Ltd. It opened in 2007 and operates from the ground floor of a purpose built building on the Madley Park estate in Witney. There are six playrooms with a separate kitchen and staff facilities. A large walled garden is available for outdoor play. A maximum of 70 children may attend the nursery at any one time. The nursery is open daily from 07:00 until 18:00 all year round, except bank holidays.

There are currently 100 children under eight years on roll. Of these, nine children receive funding for nursery education. The nursery also cares for children over eight years, before and after school and during the school holidays. Children come from a wide catchment area.

The nursery employs 12 staff, of whom eight hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's risk of infection is minimal as staff have effective procedures in place to ensure good levels of hygiene. For example, clear notices explain that no outdoor shoes are to be worn in the baby rooms, and staff follow good hygiene practices when changing babies' nappies. Older children know that they need to wash their hands after using the toilet and staff ensure that paper towels and liquid soap are easily accessible.

Children enjoy and benefit from physical activity as they have daily opportunities to play in the garden. They enjoy exploring a range of toys including see-saws, tyres, a playhouse, a small fort and ride-on toys, as well as activities such as a mini sports day. Older children enjoy opportunities to develop hand to eye coordination by constructing objects with straws, and 'painting' the outdoor fence with water. Young children are able to rest and sleep according to their individual routines and staff supervise them closely while they sleep in the cot room.

Effective procedures are in place to ensure that children receive appropriate care in the event of an illness or accident. For example, staff are familiar with emergency procedures and several staff hold first aid certificates.

Children receive a healthy diet as the nursery provides nutritious food such as chicken pie, baked sausages, roast pork and salmon pasta bake. Vegetables are available with cooked meals, and desserts are fruit based, helping to contribute to children's five-a-day fruit and vegetable requirements. Water and juice is available in each room and staff encourage children to have extra drinks after physical activity. Staff ensure that mealtimes are relaxed and social occasions, although at times children have to wait too long for their food to arrive which results in them becoming unsettled.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are able to play comfortably in a suitable environment as the premises are welcoming with good facilities and space. For example, the purpose-built premises offer a well maintained, light and bright environment at ground floor level and several rooms have direct access to the outdoor play area. Children use suitable and safe toys and resources which they can access independently and which conform to safety standards. Staff regularly clean toys to ensure that they are hygienic.

Children's risk of injury is minimal as staff assess risks well and take effective precautions to prevent accidents. For example, daily risk assessments ensure that all areas of the premises are safe and that staff report any concerns immediately. Staff supervise children well at all times both indoors and outdoors and effectively use the phone system to request additional help when required. The outdoor area is fully enclosed and free from hazards, and appropriate procedures are in place to keep children safe when they are away from the premises. For example, staff teach children about road safety and carry with them children's registers, mobile phones and a first aid kit. Detailed procedures are in place to ensure that children stay safe when staff accompany them to and from other settings, such as the local school.

Appropriate fire prevention and evacuation procedures and equipment are in place. For example, staff ensure that fire equipment is suitably maintained and they regularly practise fire drills

with the children to help them learn about safe evacuation. New staff receive appropriate induction regarding fire safety but do not always have the opportunity to practise a fire drill when they first start work at the nursery which has some limitations on their understanding of safe evacuation from the premises.

Children's risk of harm from others is minimised as staff are familiar with possible signs of abuse and have a good understanding of procedures to follow if they have concerns about a child. Several staff have suitable training in child protection and all staff undergo appropriate background checks when they first begin working in the nursery. Staff carefully check visitors on arrival at the nursery to ensure that they are suitable to be on the premises.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children show interest in what they do and develop a range of skills as there is an adequate range of resources for each age group. Babies enjoy exploring a variety of toys, and staff ensure that non-mobile babies are positioned where they can interact with others. Toddlers enjoy exploring construction toys, sharing stories, playing at a tool bench and making a picnic with plastic food. Pre-school children enjoy painting, playing with a dolls house and accessories, and with an airport layout. Children attending the setting after a school day enjoy an energetic game of chase in the garden with a member of staff. However, resources in the nursery generally are rather limited, particularly for older children. This limits opportunities for them to develop a wide range of skills and narrows their choice of activity.

Staff caring for children under three plan an appropriate range of activities in line with the Birth to three framework which include interesting experiences such as planting seeds, playing in the sand, making pictures of daffodils and frogs, using musical instruments, water play and enjoying a walk to the park. Development records show that staff carefully record children's progress and include a variety of evidence to support their assessments.

Staff throughout the nursery are kind, patient and supportive, and have a positive attitude towards children. Children enjoy suitable interactions with most staff which helps them to develop language skills and a sense of belonging. Children receive lots of encouragement and praise from staff which helps them to develop their confidence and self-esteem. Staff mostly spend their time playing with the children and supporting their learning, for example, talking to children about the colours they use in a painting activity.

Children are generally happy and settled and are able to develop appropriate relationships with staff and other children. They enjoy cuddles and most are confident in approaching staff and visitors. Staff are very aware of children who are unsettled and ensure that they have extra attention as they need it. A key person system ensures that the younger children are able to bond with a special member of staff who is largely responsible for meeting their individual needs including feeding, nappy changes and liaising with parents.

Nursery Education

The quality of teaching and learning is satisfactory. Children's behaviour and their attitudes toward their learning are positive. They engage well in activities showing interest and enjoyment, such as listening eagerly to a story or becoming engrossed in a painting activity. Children play well together and respond positively to staff.

Children are able to express themselves appropriately and engage well in imaginative play activities, such as playing with a dolls house and accessories. Some children are able to play for extended periods showing that they have good levels of concentration. They enjoy painting activities using brushes and their fingers to create different textures. They enjoy finding out about the world around them, such as experimenting with toy sailing boats in a water tray. The pre-school environment provides opportunities for children to learn about shapes and number, and to explore writing materials. However, although the environment is welcoming, it is not particularly stimulating and there is a limited range of resources which reduces opportunities for children to develop a wide range of skills.

Staff ensure that all children are included in activities and they support them sufficiently to help them benefit from the activities on offer. However, the organisation of covering staff breaks and holidays disrupts the education sessions. Cover staff are not always sufficiently familiar with planned activities or individual children's needs which limits the effectiveness of the nursery education.

Planning for the medium and long-term shows that children are able to make progress in all areas of learning but previous plans are not available for inspection which limits the nursery's evidence of its education programme. Weekly planning is adequate but not particularly detailed. The management are aware of the need to develop plans further and are working closely with their local authority development worker to make improvements.

Recent assessments of children's progress clearly show how children are developing in each area of learning and highlight areas where they need support. Lots of examples of children's achievements, as well as staff's written comments, show how children are making satisfactory progress towards the early learning goals.

Helping children make a positive contribution

The provision is satisfactory.

Children celebrate different festivals to help them learn about other cultures although there are few resources in the nursery reflecting people from different backgrounds, which limits opportunities for children to become familiar with differences in society. Staff ensure that all children are treated with equal concern, and room staff work closely with parents to ensure that they are aware of children's individual needs. Children show good levels of behaviour and staff support them well to promote positive social skills. Staff act as good role models showing a kind and caring attitude towards children, and gently remind them of nursery rules to encourage positive behaviour. When necessary, staff work closely with parents to overcome any behavioural problems. Spiritual, moral, social and cultural development is therefore fostered overall.

There are currently no children on roll with learning difficulties and/or disabilities but the nursery has appropriate procedures in place to welcome such children. For example, a suitable policy is in place and several staff have appropriate training or are planning to pursue training courses.

Children benefit from appropriate continuity between the home and the nursery as staff develop positive relationships with parents. Parents have good opportunities to stay with their children during their first days and weeks at nursery to help them settle in. Parents receive a warm welcome from staff and good opportunities are available for parents to talk to staff either in person or on the phone. Useful information is available to parents on notice boards, particularly

in the baby room where staff illustrate information about the Birth to three framework including typical activities and daily routines. An informative prospectus details the ethos of the nursery, information about the Birth to three framework and the Foundation Stage curriculum. For parents of children receiving funding for nursery education, the partnership with parents and carers is satisfactory. Parents state that they are happy with the feedback they receive about their children's progress, and staff encourage parents to look through their children's development profiles. However, there is limited information in the pre-school room about the Foundation Stage which reduces opportunities for parents to see how their children learn within the pre-school environment.

Organisation

The organisation is satisfactory.

Children are able to make satisfactory progress as staff have an appropriate sense of purpose, keeping children safe, ensuring good hygiene practices, providing an adequate range of activities and developing positive relationships with children and parents. Staff use the available resources sufficiently well to help children make progress, but resources throughout the nursery are somewhat limited.

Staff have appropriate skills and qualifications to support the children in their care and the nursery has rigorous recruitment and vetting procedures in place to ensure that all adults working with children are suitable to do so.

The adult to child ratio is maintained at all times to ensure that staff can supervise children well. A very clear rota is in place to show which staff are working in which rooms at any one time. However, the deployment of staff does not always effectively meet children's individual needs.

The nursery staff and management are very responsive to recommendations for improvements and are able to show how their practice has improved since registration.

Documentation, policies and procedures are in place, well-organised and most are easily available for inspection.

The quality of the leadership and management of the nursery education is satisfactory. Children enjoy their time in the nursery and are making progress in the different areas of learning. The nursery is supporting staff in accessing further training, and the manager monitors the education programme to identify areas of strength and weakness. However, the limited resources, brief planning and the organisation of cover staff limits the effectiveness of the nursery education.

Overall, the nursery meets the needs of the range of 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.

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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):

- develop the range of resources throughout the nursery to provide children with a rich learning environment (also applies to nursery education)
- develop the range of resources throughout the nursery reflecting diversity in society (also applies to nursery education).

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):

- continue to develop planning to provide a wide range of activities and experiences covering all areas of learning both indoors and outside
- consider ways of providing further information to parents about the Foundation Stage curriculum
- review procedures for providing cover during staff breaks and absences to ensure continuity in meeting children's individual needs and the provision of activities (also applies to care).

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