

# Petit Enfant Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY355997
<b>Inspection date</b>	12 June 2008
<b>Inspector</b>	Bridgette Williams
<b>Setting Address</b>	West Oxfordshire Business Park, Weavers Court, Carterton, Oxfordshire, OX18 3YJ
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<b>Registered person</b>	Petite Enfants Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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 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, Weavers Court is one of two privately owned nurseries run by Petit Enfant Ltd. It registered in 2007 and offers full day care for a maximum of 90 children aged from birth to under eight years of age. The nursery operates flexible hours of attendance. Opening hours are from 07.00 until 18.00 Monday to Friday all year round, with the exception of Bank Holidays. The nursery operates from purpose-designed premises on the West Oxfordshire Business Park in Carterton, Oxfordshire. There are six main play rooms for the children's use on the ground floor. On the first floor the setting offers a facility for the flexi-care, children can attend before and after school and pre school settings. A children's gymnasium has been set up on the premises. This provides some specialist equipment to support specific children. Staff training has been put in place so that all children can use the equipment with supervision. The kitchen, laundry and staff facilities are also located on the first floor. An enclosed garden is available for outdoor play. The setting support children with English as an additional language, learning difficulties and disabilities. There are currently 77 children in total on roll with 18 children in receipt of nursery funding. The setting employ full and part time members of staff to work with the children within the nursery and to assist in the collections from local schools. The nursery manager holds a relevant Level 3 qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Pre-school children have direct access to the outside area and benefit from having the freedom to choose when they would like to go out to play. They enjoy regular physical activities that help them to develop a healthy life style. Children negotiate space well dancing with ribbons and running up and down the slope to the flag pole in the middle of the small hill. The babies, toddlers and the children attending the flexi-care facility also use the garden with the pre-school children. They work co-operatively together playing a variety of games such as, making waves with a parachute, however the younger children can find the large number of children playing at the same time overwhelming as familiar staff are not always in sight.

There are procedures in place to record the administration of medication and accidents this information is shared with parents to contribute towards children's continuity of care.

Children benefit from having healthy snacks such as grapes, apples and savoury biscuits. Hot meals are provided at lunch time for those children attending the nursery. Teas are provided for children attending the flexi-care and all food is cooked on the premises. Staff gather information from parents in relation to children's individual dietary needs. Children's specific dietary requirements, such as soya milk, are not always available. Water dispensers provide drinking water throughout the nursery. Children can help themselves whenever they are thirsty, or after active play, to prevent the risk of them becoming dehydrated.

There are procedures in place within the nursery to contribute towards minimising cross infection such as wearing gloves for changing nappies. However staff do not always implement these effectively. For example floors are not always swept before babies are placed on the floor and although posters are displayed reminding children to wash their hands, staff do not consistently monitor hand washing for children who use the toilet independently.

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

The provision is satisfactory.

The nursery is secure and has one main entrance. The hall area is bright and airy with informative notice boards for parents. The premises have been designed to accommodate the use of a wheel chair throughout the nursery. A lift is in place so that the second floor of the building is easily accessible when required. Children generally have free access to a range of toys that are appropriate to their age and stage of development.

Children and staff practise the emergency evacuation process on a regular basis. This helps children become familiar with the routine in the event of an emergency. Some safety measures are in place contribute towards children's safety such as, plug socket covers. Babies sleep in cots or swings in accordance with parental wishes, this contributes towards consistency between home and the nursery. There are sufficient cots and beds to allow children to rest and sleep in comfort. Staff encourage the children to all sleep or rest at the same time in the middle of the day. Staff are present with the sleeping children at all times and carry out regular checks to monitor the children's safety.

Staff are aware of child protection policies and understand the procedures to follow if they have any concerns. This also contributes to the safety of the children.

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

The provision is satisfactory.

Babies sit, crawl and reach out for their toys. They enjoy looking at the books and are fascinated when they see themselves in the small mirror. Some planned activities are not always appropriate to the child's development such as, writing in their Father's day card and there are few opportunities for them to pull themselves up on larger furniture as they begin to practise standing.

Toddlers enjoy playing with their friends. They happily sit and watch each other as they have fun in the ball pit and explore how cars slide down the ramps of the garage. Staff provide opportunities for children to develop their senses, however some staff do not always support children's sensory play to maximise their learning. At other times children are encouraged to touch and experience shaving foam, they laugh as they clap their hands and shower the area with white spots.

Staff plan the activities linked to the Birth to three framework and carry out observations while children are playing. These are not currently used effectively to meet children's individual needs. Staff are not yet able to demonstrate how they incorporate their recent assessments for the children into daily activities.

Children using the flexi-care facility enjoy spending time in their own room which is brightly decorated and they have a variety of toys to independently choose from. They work well together when using the computer and have a range of resources to choose from. During the day these children make good use of the outdoor area where they develop their large muscle skills playing on the climbing frame and using push along cars. They enjoy playing games such as 'What's the time Mr Wolf' with the children from the pre-school and playing parachute games.

### **Nursery Education.**

The quality of teaching and learning is satisfactory. Children benefit from some staff's knowledge of how children learn. However, some practitioners involved in the delivery of the curriculum have only limited knowledge and understanding of the Foundation Stage. A varied range of activities are planned covering all six areas of learning. There are assessments procedures in place, and staff carry out observations, however these are not used to inform their planning for individual children's next steps of learning on a regular basis.

The pre school room is attractively decorated with a combination of children's work and photographs illustrating the range of activities that have been offered to the children. The learning environment is divided into designated areas. For example, the role-play corner is changed frequently to create different learning environments such as a hospital and café where children can independently act out their own scenarios. There is a computer area for children to develop the skills needed to effectively operate the computer independently. A mark making corner ensures that children always have free access to writing equipment to develop their writing skills and a craft area where they independently access painting equipment.

Children speak confidently to peers and adults. They express their ideas and experiences well using good vocabulary such as, describing the soft inside of the skins of the broad beans. Some children concentrate well when practicing mark making, their written work is displayed in the art gallery illustrating to the children that their emergent writing is valued and that written marks convey a meaning. Children's writing opportunities are extended into the role play corner therefore encouraging children that their writing skills can be applied to different situations

such as writing menus in the café. The children have good access to books with comfortable cushions to sit on and some children enjoy sitting and reading a book independently. However, children find it difficult to listen to a group story, due to the size of the group children become easily distracted and do not remain truly engaged. Children use their knowledge of shapes competently to choose from a range of different shaped boxes to make models of the correct proportions, for example using recycled boxes to make musical instruments such as a guitar. They are learning mathematical language such as long and short and applying their knowledge of numbers to different learning experiences such as counting how many cups of water are needed to fill different sized containers during water play. Children are confident in using information and communication technology. They demonstrate good mouse control when playing games on the computer and concentrate well while involved with the activity. Children skilfully use a range of tools and equipment for example, using scissors, pens and paint brushes with good control. Children are able to use these skills independently for example, when in the craft area they concentrate on carefully painting their own pictures. Children understand the importance of caring for their plants in their garden, they keep them well watered and enjoy discussing how the fruit and vegetables have grown. They look at how the strawberries have changed colour and test that they are ready to eat with delight.

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

The provision is satisfactory.

Staff value children's work and create well-annotated displays throughout the nursery. Each child develops a sense of belonging to the setting as their handprint is added to the tile display near the entrance and their individual peg has their own picture above it. There are photographs of their friends on display and they have fun recognising each other in the pictures.

Children enjoy seeing each other in the nursery. They happily sit and talk, as they look at play cards brought in by their friend. Outside, children care for their plants and when it rains they protect their younger friends by putting an umbrella up to stop them from getting wet. Children's spiritual, moral social and cultural development is fostered. Children are polite and most behave well. Staff generally use appropriate behaviour strategies such as giving praise to children when they behave well. In the pre-school room a star chart is operated for when children are kind and listen well.

Children with English as an additional language, learning difficulties and disabilities are welcome at the setting. The setting has a designated member of staff who liaises with outside agencies to gain advice. There is a complaints procedure in place, a complaints log is kept and is available on request with contact details of the regulator clearly displayed.

Partnership with parents and carers is satisfactory. Parents are provided with information regarding the Foundation Stage. Staff inform parents about the topics they are going to cover in the pre-school, so that they are able to participate in their child's learning. Children's profiles are shared with parents on parent's evenings but are not involved routinely in contributing to their child's next steps of learning.

### **Organisation**

The organisation is satisfactory.

The setting meets the needs of the range of children for whom it provides. There are clear induction procedures for new members of staff. Legally required policies and procedures are in place. The setting operates a system where parents sign their children in and out of the

nursery indicating times of arrival and departure. However, registers in each room are not accurately maintained. Management supports staff to attend further childcare training, to help them reflect on their practice and monitor and improve the quality of childcare on offer. Staffing ratios are maintained throughout the nursery but staff are not always deployed effectively to ensure that all children's individual needs are met. For example, children playing in mixed large age groups in the garden.

The quality of Leadership and Management is satisfactory. Appraisal procedures are in place to monitor staff development. Information is cascaded to staff through in-house training sessions and the management provides guidance and support for staff about how to develop and improve the delivery of the Foundation Stage. This training is not yet fully impacting on the quality of learning experiences provided for the children.

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

Not applicable

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

Ofsted received a complaint on 21 May 2008 relating to National Standard 6, Staying Safe. The concern was about the play area at the front of the building and the safety of the fence. An inspector visited on 6 June 2008 to check compliance with national Standard 6. The area was found to be unsafe and a letter was sent to the provider with an action raised: to ensure outside play areas is secure and safe for children to play. The provider immediately took action by not using this play area until it is made safe. 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.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

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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 all staff awareness of the importance of fully implementing effective hygiene procedures
- ensure all children's dietary needs are met at all times
- develop staffs knowledge and understanding of how to support children's play and learning (applies also to Nursery Education)

- deploy staff appropriately to ensure each child's well being is consistently met
- ensure that all registers in each room are maintained accurately at all times

### **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):

- extend the observation, assessment and planning cycle to meet individual children's next steps

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)