

Les Enfants Private Day Nursery

Inspection report for early years provision

Unique reference number	311252
Inspection date	08/12/2008
Inspector	Abigail Caroline Cunningham
Setting address	486-490 Wakefield Road, Huddersfield, West Yorkshire, HD5 8PU
Telephone number	01484 453455
Email	
Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Les Enfants Private Day Nursery opened in 1995 and is one of four nurseries, which is owned and managed by the proprietors. A maximum of 36 children may attend the nursery at any one time and there are currently 34 children on roll. The provision operates from four rooms on both the ground and first floor of converted cottages on Wakefield Road, on the outskirts of Huddersfield. The nursery serves families from the local community and surrounding areas. Access to the nursery is via a ramp and access to the first floor of the premises is up 13 steps. The nursery is open five days a week, Monday to Friday from 07.30 to 18.00 all year round, apart from bank holidays. The children have access to an enclosed outdoor play area. The setting supports children with learning difficulties and disabilities and children who speak English as an additional language. There are nine members of staff who work directly with the children, most of whom hold appropriate childcare qualifications. The setting is supported by a senior management team and the Local Authority.

Overall effectiveness of the early years provision

The staff team are working particularly well, to ensure all children are included and their individual needs are fully met. The children make good progress in their learning and activity planning is tailored to meet children's individual needs and interests. Those in charge are able to demonstrate how they have raised children's achievement and made improvements to provision. The setting are currently meeting most requirements and are committed to making the necessary adjustments, such as keeping Ofsted informed of significant changes, improving complaint procedures and further strengthening partnership with parents.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- encourage parents to add their comments and observations to their child's development record.
- maintain confidentiality when filling in the complaint record.

To fully meet the specific requirements of the EYFS, the registered person must:

- notify Ofsted of any change to the person who is managing the early years provision.

15/12/2008

The leadership and management of the early years provision

The staff have created an orderly environment in which to care for the children. Each session is planned for in advance, areas are well stocked and the staff are

effectively deployed. The children are given good support and all the children are very happy and settled. However, the setting did not notify Ofsted that the deputy manager is now managing the early years provision. The setting has the capacity to make the necessary improvements. This is because the staff have good opportunities for staff development, such as attending staff meetings, planning meetings, appraisals and training. For example, all the staff have recently attended an excellent range of interesting and relevant courses, which includes Early Years Foundation Stage and self-evaluation training. The staff regularly work with the senior management team and advisors from the Local Authority to improve their practice.

Comprehensive written policies, procedures and documentation are in place to ensure children's welfare is safeguarded and promoted, for example, the safeguarding policy and procedure is shared with parents. The staff have completed safeguarding children training and this is also included within staff induction procedures. As a result, the staff demonstrate a sound understanding of safeguarding issues and procedures in line with the Local Safeguarding Children Board guidance, for example, the staff know to record any concerns and seek advice where necessary.

The staff know the children and their families well, for example, they are fully aware of the children's backgrounds, home language, individual needs and parents' preferences. The staff team are experienced in identifying and working with children with learning difficulties and disabilities and children who speak English as an additional language. As a result, the nursery has effective procedures in place to support all children. The staff team are committed to working in partnership with parents and outside agencies, to ensure children receive good support. For example, regular meetings are held with parents and other agencies and individual education plans are fully implemented.

Parents have good opportunities to share what they know about their child. This is done through settling in visits, regular discussions with staff and parents' evenings. Staff give good attention to meeting all children's individual needs and effectively exchange this information with parents, for example, through the use of daily record sheets. Additionally, parents' notice boards prominently display relevant information, such as staff photographs. Further information is available through the setting's policy file and complaints record, which is easily accessible to parents. However, confidentiality has not been maintained as the complaint record does contain some of the complainant's personal details. The parents receive clear information about the provision, for example, regular newsletters are sent home. Parents can easily access their child's development records, however, they are not currently adding their comments or observations to these.

The quality and standards of the early years provision

The staff have a sound understanding of how children develop and learn and they plan a good range of activities for the children, which are based on interesting themes and the children's individual interests, such as autumn and Christmas. Children's development records clearly show the children's achievements and their

progress, and show planning for children's individual next steps in learning.

The staff are good role models, they create a secure atmosphere where children develop good attitudes and dispositions to learning. As a result, the children are friendly, they take a keen interest in visitors, they show excitement, are eager to participate in activities and enjoy cooperating with regular routines, such as tidying up. The staff encourage the children to try new activities, for example, a small group of young children enjoyed making play dough. The children have good opportunities to be involved in messy and creative play; this is throughout all age groups, such as babies painting.

The children are confident communicators, for example, young children can assert their own needs and preferences and can initiate conversations with others. They can request and sing their favourite songs, such as 'when Santa got stuck up the chimney'. The children enjoy looking at the books and playing with the various props, such as puppets and teddies. The children also like to write for a purpose, for example, they devise lists and letters. Older children can form recognisable letters and are beginning to write their own names. They can also successfully link sounds to letters.

The setting employs a cook and there is a high emphasis on healthy eating. The menu is displayed for parents to see and meals are varied and wholesome. The staff treat meal times as an opportunity to help children enjoy their food and become independent in feeding themselves, as a result, young children have many opportunities to feed themselves using fingers, forks and spoons. Successful methods for promoting personal hygiene are used. For example, there is liquid soap and paper towels available in the toilets and older children enjoy brushing their teeth after meals.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

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.