

# Les Enfants PDN

Inspection report for early years provision

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| <b>Unique reference number</b> | EY303828        |
| <b>Inspection date</b>         | 23/03/2009      |
| <b>Inspector</b>               | Helen Blackburn |

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| <b>Setting address</b> | Battye Street, Dewsbury, West Yorkshire, WF13 1PH |
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| <b>Type of setting</b> | Childcare on non-domestic premises |
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## 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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Les Enfants Private Day Nursery is one of four nurseries run by Les Enfants Private Day Nursery Limited, and it opened in 2005. It operates from three rooms in a converted building situated close to Dewsbury town centre. Children have access to an enclosed outdoor play area. The nursery is open each weekday from 07.30 to 18.00, all year round.

The nursery is registered on the Early Years Register. A maximum of 38 children within the early years age range may attend the nursery at any one time. There are currently 42 children aged from birth to under five years on roll, attending on a part-time and full-time basis. The setting also offers care to children aged over five years to eight years. This provision is registered by Ofsted on both the compulsory and voluntary parts of the Childcare Register. The nursery currently supports a number of children with learning difficulties, disabilities and who speak English as an additional language.

The setting employs seven members of child care staff. Of these, five hold appropriate early years qualifications to at least NVQ level 2 and six are currently working towards a further qualification. In addition, the setting employ a cook and a cleaner. The setting receives support from the local authority early years advisory team and provide funded early education for three and four-year-olds. The setting is a member of the National Day Nursery Association and they have achieved Investors in People.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. The children are happy, safe and secure and they enjoy accessing a learning environment that provides fun, enjoyable experiences, which meet their individual needs. Children behave well and they are respectful and show concern for others. A wide range of documentation contributes to the safe and efficient management of the setting, however, not all this documentation reflects current legislation. The directors and senior management team have an active role in how the setting operates, practitioners work well as a team, they are organised and overall implement well the procedures of the nursery. Practitioners have good relationships with parents, children and others and they value their comments and ideas when evaluating and monitoring the effectiveness of the service.

## What steps need to be taken to improve provision further?

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

- ensure all policies and procedures are up to date and reflect the welfare, learning and development requirements
- ensure all the outdoor equipment is maintained to a good standard of cleanliness.

## **The leadership and management of the early years provision**

The nursery has developed some effective self-evaluation processes to help them monitor and evaluate children's care and education. The management team and practitioners are proactive in prioritising areas of development and they take positive steps to improve the service. These processes include feedback from external agencies, parents and children. The directors and senior management have a strong influence on how the setting operates. For example, through detailed inductions, practitioners have a very clear understanding of the high standards that management expect of them. Training is supported well and practitioners access a wide variety of training courses to extend their skills and knowledge. They effectively use training to influence their practice and outcomes for children. In addition, the setting has addressed all recommendations made at the last inspection. For example, planning for outdoors is now an integral part of the planning process and continues to be an area of further development for the nursery.

Partnerships with parents, external agencies and others involved in children's learning are good. Parents receive a varied range of good quality information regarding their child's welfare, learning and development, for example, through newsletters, daily diaries and planning. The staff fully understand the importance of involving parents in their child's learning, for example, through sharing achievements and progress. Practitioners continue to strive to try new ideas to encourage all parents to participate in this process. Through effective communication with parents and regularly sharing and exchanging information, consistency and continuity is promoted. Practitioners liaise well with a number of external agencies to ensure children receive the support they need, such as speech therapists and schools. This includes sharing information about children's learning experiences at other settings. The parents speak positively about the setting, especially about the effective relationships they have with the practitioners, the flexibility of the service and the calm, friendly and welcoming atmosphere created.

There are effective systems in place for safeguarding children. Practitioners keep children safe through their vigilant supervision and by ensuring any risks are eliminated through completing regular risk assessments. Through activities and discussions, children learn about keeping themselves safe. For example, they take part in fire evacuations and staff remind them running indoors could cause accidents. The setting has a number of effective policies and procedures, which contribute to the safe and efficient management of the setting. However, some of this documentation does not relate to the relevant welfare, learning or development requirements. Practitioners have a good understanding of child protection issues and they are fully aware of their responsibilities in protecting children from harm. In addition, the child protection coordinator for the organisation has extensive child protection knowledge. Therefore, she is able to appropriately support practitioners if they have any concerns. Effective recruitment and vetting procedures ensures adults working with children are suitable to do so.

## **The quality and standards of the early years provision**

Illness, infection and hygiene are overall managed well within the setting, which contributes to promoting children's health and well-being. This includes practitioners attending training to ensure they know how to care for children with specific health needs. The children have a good understanding of health and personal care, for example, older children independently wash their hands and they eagerly brush their teeth after lunch. There are some good procedures in place to ensure the nursery environment and resources are maintained to a good standard of cleanliness, for example, regularly sterilising of the baby toys. However, some outdoor toys exposed to the weather are dirty. Through providing children with a varied range of healthy home-cooked meals and snacks, the children are learning about making healthy choices. This includes catering for specific dietary requirements and working to babies individual feeding routines. In addition, the children are beginning to grow some of their own foods and the setting has achieved a healthy food award. The children thoroughly enjoy being active. Through playing outdoors, going on walks and accessing resources that promote their physical development, the children are learning about the benefits of leading a healthy lifestyle.

The staff work well as a team, they are organised and deploy themselves appropriately to ensure they meet minimum staff to child ratios. They work to a key person system and this contributes to building up secure and positive relationships with the children. This results in practitioners knowing children well and contributes to them meeting children needs. Practitioners have a positive approach to managing children's behaviour, resulting in children behaving well. The children have good relationships with each other, through play and discussions, they learn to cooperate, share and take turns. They show respect and concern for others, for example, a young child helps a newer child find the bathroom and when children are upset, other children ask if they are all right. Through promoting an inclusive and diverse environment, the children are learning about the world in which they live, resulting in children having a positive attitude to all members of society.

Practitioners have a good understanding of how young children learn. Through meaningful interactions and asking children a good range of questions, they support individual children's learning well. They plan a varied, interesting and fun range of activities for children. This includes incorporating their individual developmental needs, ideas and interests. Practitioners are continually reviewing and monitoring their planning, observation and assessment arrangements to ensure they develop systems that work effectively. As a result, the children are happy, settled and enthusiastic learners who thoroughly enjoy their time at the setting. They make independent choices by accessing a good range of resources, which cover all the areas of learning. For example, all children are creative as they explore different media, textures and art materials, older children use their imaginations as they play with the train track, babies laugh and smile as they explore their environment, children enthusiastically join in singing and eagerly look at books.

## 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

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

### Leadership and management

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| <b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>          | 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

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| <b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>  | 2 |
| <b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>       | 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](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

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| The provider confirms that the requirements of the compulsory part of the Childcare Register are: | Met |
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| The provider confirms that the requirements of the voluntary part of the Childcare Register are: | Met |
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## **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.