

Les Enfants

Inspection report for early years provision

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| Unique reference number | EY313862 |
| Inspection date | 09/04/2010 |
| Inspector | Sarah Johnson |

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| Setting address | Dale Hall Community Primary School, Dale Hall Lane, Ipswich, Suffolk, IP1 4LX |
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| Type of setting | 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 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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

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Description of the setting

Les Enfants registered in 2005 and is one of four settings that are privately owned and managed by the registered individual. The club operates from the dining hall within Dale Hall Community Primary School in Ipswich, Suffolk. The securely enclosed playground, field and sports dome are used for physical play activities. The club is open each weekday during school term times from 7.45am to 9.00am for the breakfast club, and 3.00pm to 6.00pm for the after school club. During school holidays, the club is open from 8.00am to 6.00pm. Children attend for a variety of sessions.

The provision is registered by Ofsted on the Early Years Register. A maximum of 48 children under eight years may attend the club at any one time, all of whom may be in the early years age range. There are currently three children attending who are in the early years age range. The club has some strategies in place to support children with special educational needs and/or disabilities, and children who are learning English as an additional language. Care is also offered to children aged over five years; this provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The setting has close operational links with the provider's other registered provisions.

There are seven members of staff who work directly with the children. Six of these staff hold appropriate early years qualifications to at least level 2, and four members of staff are working towards further qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff provide sound levels of care and support for children in the Early Years Foundation Stage, and ensure children benefit from a varied range of suitable play opportunities in an inclusive environment. Appropriate routines and procedures are followed to safeguard children's welfare, and the key person system generally supports staff in understanding and meeting the individual needs of the younger children. Stable partnerships with parents and carers and effective sharing of information with the primary school ensure that children experience continuity of care and their additional support needs are met. The systems for self-evaluation are adequate and have led to improvements to some aspects of the provision.

What steps need to be taken to improve provision further?

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

- improve the induction training provided for staff to help them to fully understand how the provision operates and their role within it, and carry out regular staff appraisals to support their continued professional development
- plan time for each key person to work with parents so that they really know

and understand the children in their key group and can respond sensitively to their individual needs

- strengthen the childrens' awareness of differences in gender, ethnicity, language, religion, culture, special educational needs and disabilities by providing more positive images, and sharing and celebrating a wider range of practices and special events.

The effectiveness of leadership and management of the early years provision

All staff have a sound understanding of safeguarding children issues; the possible signs of abuse and the procedures to follow should they have concerns about a child in their care. Recruitment procedures are secure, ensuring all staff complete the required checks to confirm their suitability to be in contact with children. Risk assessments are of sound quality and are effective in ensuring that potential hazards to children's safety are both identified and minimised. The main door to the school is kept fully secure to prevent unauthorised people from entering the areas where children play, and staff are mindful to check the identity of any visitors. An appropriate range of written policies and procedures are in place, and in the main, these are implemented well in practice to ensure the setting runs smoothly. However, the system of induction for new staff is inconsistent and sometimes staff have insufficient time and guidance to enable them to fully familiarise themselves with their role in following the policies and procedures. Staff supervise the children well, for example, escorting them to and from the toilets situated down the corridor, and the required adult:child ratios are consistently met. Planning and use of available resources are reasonably well managed. Consequently, children remain engaged and interested in the range of resources provided and have good space available to spread out in their play.

Although each child has a named key person who supports them to feel confident and safe when they first join the setting, this key person system is not as effective as it could be. For example, the continued care of individual children is not consistently led by someone who has formed a particularly close bond them and their parents, and is therefore best placed to understand their specific needs. Staff take time to chat to parents about their children's time spent at the setting, and children are encouraged to share their experiences with their parents. The staff also foster links with the primary school in order to support and compliment children's experiences across both settings. For example, they meet with the teachers from the school to discuss children's development and keep them up-to-date with children's skills and interests by passing on their observations of children's progress. Staff explain that teachers find this information useful when collating children's development records within the school.

A positive equal opportunities policy outlines a commitment to promoting inclusive practice at the setting. Staff welcome opportunities for volunteers from local disability support agencies to support children on a one-to-one basis within the setting. They assess the physical environment to ensure it is accessible to all children; making reasonable adjustments to enable children to use their specialised equipment within the setting. A satisfactory level of self-evaluation is undertaken

by the manager and staff team, resulting in new initiatives such as the introduction of a suggestion box for gathering the views of parents and children. However, there is no regular system in place to appraise the skills and knowledge of individual staff and to address any additional training and development needs.

The quality and standards of the early years provision and outcomes for children

Children enjoy spending time with their friends and develop close social relationships; chatting freely as they engage in activities together. Staff respect children's choices and decisions as they play, and are mindful of the need to offer children time to relax outside of school. For example, children make good use of a quieter corner which offers cushions and comfortable blankets to rest on. Children who prefer to be active are also supported as they have daily opportunities to play outside in the fresh air. They exercise and expend their energy as they run around freely in the playground and use some outdoor equipment such as balls, bicycles and a large parachute. Staff support children with physical disabilities to feel fully included; helping them to develop their control as they kick the football and encouraging other children to join in. Younger boys particularly enjoy accessing the popular games console, and show developing skills in turn taking and sharing. For example, staff encourage them to add their names to the list so they know when it is their turn to have a go. Staff take some time to extend children's learning through everyday routines; encouraging them to count the number of chairs before challenging them to work out how many more they need to enable everyone to sit at the table. Children's experiences and enjoyment are extended during holiday sessions through regular organised trips and outings. For example, they enjoy visiting the local museum, play centres and parks. Creative resources are well used by the children as they sit together to make bunches of flowers from pieces of coloured tissue paper. Older children are supportive of the younger children's needs as they kindly show them how to twist the tissue paper more tightly. Children are proud of their achievements and look forward to taking their flowers home with them to share with their parents.

Staff keep some records of their observations of children's play, collating these together to pass onto the children's teachers at the school. These observations are also assessed to determine children's interests and any developmental needs, ensuring staff can continue to promote children's ongoing progress in the activities provided at the club. Staff establish secure relationships with the children and spend most of their time involved in their play. They apply clear and consistent boundaries, so that children develop knowledge of what is expected and are well behaved and polite in their interactions with others. For example, children demonstrate a sound sense of responsibility as they help to set the table at snack time and get involved in tidying away resources. Although the staff have positive ideas and sometimes plan craft activities based on the theme of different festivals, they are not yet making the most of opportunities that encourage children to embrace differences in gender, ethnicity, language, religion, culture, special educational needs and disabilities.

Staff are deployed effectively to ensure there is always at least one qualified first

aider present at all times, and consequently, children receive appropriate care when they experience minor accidents at the club. Children benefit from freshly and safely prepared breakfasts, snacks and cooked teas which, on the whole, constitute a healthy and balanced diet. They also have independent access to a bowl of whole fresh fruits and jugs of drinking water, enabling them to make healthy choices and to keep themselves hydrated. Sound personal hygiene routines reduce the risk of spread of infection, for example, children are reminded to wash their hands using the liquid soap and paper towels prior to eating. Children show secure awareness of issues relating to their own safety. They remind others that it is dangerous to run indoors, and are mindful to negotiate the steps in a careful manner. Regular evacuation drills are practised with the children so that they understand what to do in the event of an emergency, and staff take time to talk through road safety rules before embarking on outings.

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

The overall effectiveness of the early years provision

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 3 |
| The capacity of the provision to maintain continuous improvement | 3 |

The effectiveness of leadership and management of the early years provision

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| How effectively is the Early Years Foundation Stage led and managed? | 3 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 3 |
| The effectiveness with which the setting deploys resources | 3 |
| The effectiveness with which the setting promotes equality and diversity | 3 |
| The effectiveness of safeguarding | 3 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 3 |
| The effectiveness of partnerships | 3 |
| The effectiveness of the setting's engagement with parents and carers | 3 |

The quality of the provision in the Early Years Foundation Stage

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| The quality of the provision in the Early Years Foundation Stage | 3 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 3 |
| The extent to which children achieve and enjoy their learning | 3 |
| The extent to which children feel safe | 3 |
| The extent to which children adopt healthy lifestyles | 3 |
| The extent to which children make a positive contribution | 3 |
| The extent to which children develop skills for the future | 3 |

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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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