

Les Enfants Private Day Nursery

Inspection report for early years provision

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Inspection date	10/06/2010
Inspector	Helen Blackburn
Setting address	Fieldhead Lane, Birstall, Batley, WF17 9BH
Telephone number	01924 478338
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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).

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 Nursery is one of four nurseries run by Les Enfants Private Day Nurseries Limited. It opened in 2003 and operates from a converted single storey building in the Birstall area. There are schools, shops, parks and public transport links in the local area. Children are cared for in three rooms, dependent on their ages, and all children share access to an enclosed outdoor play area. The provision serves children from the local community and surrounding areas. The nursery is open each weekday from 7.30am to 6pm all year round, excluding bank holidays.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 50 children may attend the nursery at any one time, all of whom may be in the early years age range. There are currently 55 children aged from birth to under five years on roll, some in part-time places. The nursery also offers care to children aged over five years and there are currently four children on roll in this age range. The nursery provides funded early education for three and four-year olds. It supports a number of children with special educational needs and/or disabilities, or those who speak English as an additional language.

The nursery employs six early years practitioners, all of whom hold appropriate early years qualifications to at least National Vocational Qualification at level 2. The nursery is a member of the National Day Nursery Association and they achieved the Investors in People Award.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Practitioners have good relationships with children and parents and this contributes to promoting children's learning and welfare. The children's learning environment is safe and positively promotes good behaviour and diversity, supporting children in becoming inquisitive, enthusiastic and independent learners. Overall, the nursery implements a good range of policies and procedures that contribute to promoting children's learning and promote the safe and efficient management of the setting. Good quality improvement processes, such as self-evaluation and reflective practice, contribute to bringing about improvement to the early years provision.

What steps need to be taken to improve provision further?

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

- continue to implement the induction training and provide support for the newly appointed manager to help them understand how the provision operates and their role within it
- improve the systems for using and matching observations to the expectations of the early learning goals, ensuring the approach is systematic, routine and

- up-to-date.
- ensure all practitioners support young children in developing their skills in self-care and their understanding of health awareness and good hygiene practices.

The effectiveness of leadership and management of the early years provision

The arrangements for safeguarding children are good. Practitioners provide a safe environment for children through good supervision and by ensuring risk assessment arrangements and safety checks effectively minimise hazards. The nursery maintains a good range of policies and procedures and these contribute to the safe and efficient management of the setting. 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 and provides excellent support and guidance if practitioners have any concerns. The nursery recruitment and vetting procedures are good and they ensure that adults working with children are suitable to do so. The nursery implements a detailed induction to ensure practitioners know what is expected of them. The nursery manager is very new to the post, therefore her induction is incomplete and although she has had support from other managers within the organisation, she is still unfamiliar with some aspects of her roles and responsibilities.

Partnerships with parents, external agencies and others involved in children's learning are good. Parents receive a wide range of good quality information regarding their child's welfare, care and service provided. For example, newsletters, daily diaries, notice boards, policies and procedures ensure practitioners share information with parents on a regular basis. Parents have access to their child's development record and practitioners strive to try new ways to encourage parents to contribute to these. Parents and practitioners promote consistency and continuity of care for children through effectively communicating, sharing and exchanging information. Practitioners liaise well with other settings, such as schools, so that they can work together to promote children's learning. Through effectively working with other professionals and external agencies, practitioners ensure children receive the support they need.

The nursery's commitment in bringing about improvement is good. Through quality improvement plans, self-evaluation and reflective practice they are proactive in identifying and prioritising areas for development, such as the outdoor area. These processes are inclusive and include feedback from all practitioners, external agencies, parents and children. The nursery has addressed all recommendations made at the last inspection, which demonstrates their commitment to improve. Through training, management encourage and support practitioner's ongoing professional development. Practitioners use the skills and knowledge gained from training to effectively to influence their practice, to promote positive outcomes for children.

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

Children access a learning environment and resources that practitioners maintain to good standards of cleanliness. For example, they regularly sterilise the toys to minimise the risk of spreading infection. Overall, the management of illness, infection and hygiene is appropriate and this contributes to promoting children's health and well-being. Most children have a good understanding of health and personal care, for example, older children independently wash their hands at appropriate times throughout the day. However, not all practitioners consistently implement the nursery health policy, which promotes healthy awareness and good hygiene practices. For example, they do not support some young children in washing their hands before snacks. Through providing children with a varied range of healthy home-cooked meals and snacks, the children are learning about making healthy choices. The children thoroughly enjoy being active. They learn about the benefits of leading a healthy lifestyle through playing outdoors, going on walks and accessing resources that promote their physical development. For example, older children climb, walk with confidence across balance beams, ride bikes and kick balls and babies enthusiastically roll, crawl and reach for toys.

Practitioners work well together, they deploy themselves well so that they supervise children and meet adult-to-child ratios. They have positive relationships with the children and they know them well, which means they meet children's individual needs. Through having positive relationships with the practitioners, children feel safe and secure. In addition, through activities and discussions, children learn about keeping themselves safe. For example, they take part in fire evacuations and they are reminded that they may fall if they climb on the equipment inappropriately. Practitioners have a good understanding of how young children learn; they have meaningful interactions with the children and ask them a good range of open-ended questions so that they become active learners. Practitioners have a good understanding of the principles of observation and assessment and because of this they support children in making good progress. However, due to a number of recent changes within the staff team, observation and assessment arrangements have not been routine and systematic. As a result, some children's achievement records are not up-to-date and practitioners have not fully utilised how they match their observations to the expectations of the early learning goals. Practitioners plan a varied, interesting and fun range of activities for children that incorporate their individual developmental needs and interests. These activities support children in making good progress across all areas of learning. For example, through weighing and measuring the lentils older children learn about volume and capacity and through fun songs, they learn about simple mathematical concepts such as size and number. There are good opportunities for children to be independent and make their own choices in play because the resources are organised on low units and shelves. This results in the children being happy and having a positive and enthusiastic approach to their learning and they thoroughly enjoy their time at the setting. For example, children are creative as they explore different media, textures and materials. They use their imaginations and develop their communication skills through role play, and babies laugh and smile as they enthusiastically join in the action rhymes.

Practitioners have a positive approach to managing children's behaviour, resulting in children behaving well. The children have good relationships with each other and through play and discussions they learn to cooperate, share and take turns. They show respect and concern for others; for example, young children offer cuddles to babies when they are upset. Through promoting an inclusive and diverse environment, the children are learning about the world in which they live, resulting in their having a positive attitude to all people in society. Through activities such as planting and growing and talking about seasons and issues such as recycling, the children are learning about their environment.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

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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