

Les Enfants at Total Fitness

Inspection report for early years provision

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Inspector Hilary Mary Mckenning

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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 at Total Fitness has been registered since 2000 and is one of four nurseries owned and operated by Les Enfants Private Day Nurseries Ltd. It is located in Tandem Mills, Huddersfield, and serves the local community and surrounding area. The nursery operates in three play rooms in the same building as a fitness centre. There is fully enclosed area for outdoor play. Times of opening are from 7.30am to 6pm on Monday to Friday all year round.

The nursery is registered to care for a maximum of 49 children at any one time. Currently there are 77 children in the early years age group on roll, attending a variety of sessions. The nursery employs 16 staff, who hold appropriate early years qualifications, to work with the children. The nursery has achieved the Investors in People award and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are excited by and eagerly explore a wide range of interesting activities which allow them to learn about themselves and discover differences between people. Observations are routinely completed and show children are making good progress in their learning in a supportive and stimulating environment.

Children feel safe and secure and are able to participate in and initiate their own play fully as there is a strong commitment to inclusion within familiar surroundings. There are established, positive partnerships with parents, and purposeful links with other providers are developing.

Most of the required documentation is in place and maintained appropriately. The provider recognises the value of continuous improvement and there is a system to evaluate the service offered and promote future development.

What steps need to be taken to improve provision further?

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

- consider the organisation of permission forms to ensure all required permissions are consistently maintained.

The effectiveness of leadership and management of the early years provision

The provider has a good, clear understanding of its role in keeping children safe. Staff have a clear understanding of safeguarding children and have completed a relevant child protection course. They are confident to follow the procedure for reporting and recording any concerns they may have. There is an extensive

selection of policies and procedures, which contributes to the operation of the service and promotes the welfare of the children. These are reviewed regularly and shared with parents. Most required records and documentation are in place and stored securely. However, the records of existing injuries and when medication is given are not consistently countersigned by parents.

There is an appropriate vetting process available for all adults in contact with children. There are suitable systems in place to deal with accidents involving children and all written parental permissions are in place. Parents have been informed about the procedure for making a complaint and there is a clear system for keeping a record of any complaints. Children are introduced to safety and they are aware of how to keep themselves safe. For example, children building with the large wooden blocks ask for helmets to protect their heads. Staff explain why rules are needed and all children are involved in regular fire drills. Children are encouraged to think about road safety and they expertly direct the variety of wheeled toys around the play area. Comprehensive risk assessments are completed and areas requiring attention are acted on to ensure that children are kept safe.

The staff group has a good understanding of the Early Years Foundation Stage. Staff are appropriately qualified and have a good understanding of how children learn. Observations and assessments of children reflect their achievements and identify the next steps of children's learning. These are then used within the planning process. There is a close, positive relationship between staff, children and parents. Staff regularly share information with parents through the noticeboard, newsletters and daily feedback to keep them up to date about the care of their children. Purposeful links are developing with other providers of the Early Years Foundation Stage.

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

Children are very happy and confident within the familiar setting. They readily select activities and games they wish to be involved with. Children enjoy good relationships with each other and with staff and eagerly involve staff in their games. For example, children giggle and laugh together with staff as they make cakes with the dough, putting candles on and pretending to blow out the candles after singing 'happy birthday' together.

Children's welfare, learning and development are promoted well by the organised yet flexible approach of the staff. There are plans in place that focus on children's interests and extend challenge and stimulation. For example, children confidently and competently use a selection of tools to take apart and reassemble a range of everyday items, such as radios and cassette recorders. Children play together well and are eager to assist when clearing away activities. They help each other with the dust pan and brush when sweeping the floor following a creative activity. Children use a wide variety of resources to meet their individual needs, and their progression is monitored. Children are familiar with and readily follow clear routines that promote good hygiene and protect children's health. Children learn

about healthy eating as all food is nutritious and meets individual dietary requirements. They confidently use appropriate tools and cutlery within the role play area as they prepare actual fruit and vegetables within their play area. Children make decisions and work together when devising the menu for the cafe.

Children access outdoor facilities each session and successfully manoeuvre wheeled toys around the play area. They enter into negotiation with each other for taking turns when riding on the toys. Children are encouraged to practise self-help skills as they successfully put on their own coats before going outside to play and help setting tables at meal times. Children make a positive contribution by becoming involved in all areas of play. They learn about the wider world and its diversity through a wide variety of displays and resources, including an extensive selection of role play resources to help them understand and learn about other cultures and how their actions can affect others. They also take part in festivals and celebrations. Children's behaviour is effectively managed and positive encouragement means they behave well and show kindness and consideration towards each other. There are suitable methods in place to deal with unacceptable behaviour, such as distraction and redirection. Children's future economic well-being is fostered through a positive relationship with staff. Children use programmable toys with ease as they select music for the day and are competent when using the computer when playing matching games.

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

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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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met