



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 309364

DfES Number: 516896

INSPECTION DETAILS

Inspection Date	14/07/2003
Inspector Name	Janet, Elizabeth Singleton

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Le Monde Petit Ltd
Setting Address	Bank Parade Burnley Lancashire BB11 1UG

REGISTERED PROVIDER DETAILS

Name	Le Monde Petit Ltd
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ORGANISATION DETAILS

Name	Le Monde Petit Ltd
Address	Bank Parade Burnley Lancashire BB11 1UG

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Le Monde Petit opened in 1990 operating from a building adapted to suit its present use as a full day care facility. The nursery is situated in the centre of Burnley and is close to local shops and businesses.

The nursery is registered to cater for 104 children of whom 24 can be under 2 years, 32 can be aged between 2 and 3 years and 48 can be aged 3 to 5 years. There are currently 150 children on the register. There are both funded three and four year old children present. There are no children attending who have special educational needs or English as an additional language.

The nursery is an open plan building divided into a baby unit, pre-school room, music room, office, staff facilities, bathroom and kitchen. The main hall is separated by the use of a screen for snack and lunch time and to provide for table top activities. There is a dedicated messy play area.

The nursery is open 51 weeks of the years closing for Good Friday, Easter Monday and for 1 week at Christmas time. The times of opening are from 07:00 until 18:00 hours. There are 25 nursery nurses, a teacher of French and 2 part time teachers of dance. Ancillary staff are employed for the cooking and cleaning tasks.

All the nursery nurses are qualified in early years each holding either the NNEB, B-TEC or NVQ level 3 in childcare.

The setting receives support from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Le Monde Petit provides satisfactory care for children.

There are comprehensive procedures for the induction of staff. The documentation is well maintained and of a high standard. The records are stored securely. There is a management structure in place.

The setting has recently been awarded the Quality Assurance Mark through the National Day Nursery's Association.

The premises are welcoming to children and families.

There is a wide selection of play equipment however children do not always have the opportunity to choose activities.

All children, including the babies, have the opportunity to take part in all activities covering all areas of development. There is limited interaction from staff to support children's development.

Staff have high expectations of children's behaviour and the children respond well to this philosophy.

The staff work well together as a team.

There is a dedicated member of staff for health and safety with a comprehensive policy in place.

The setting has been accredited with the Smiling For Life policy which encourages healthy eating.

There is an equal opportunities policy however this is lacking in part.

All staff are aware of and have an understanding of the child protection policy.

There is an effective partnership with parents which ensures information is provided about the setting along with opportunities to discuss their child's development.

What has improved since the last inspection?

'not applicable'

What is being done well?

- There are effective procedures for the induction of staff covering all policies, procedures and the operational plan, the operational plan being reviewed on a monthly basis. Training is encouraged for all staff and they work well together as a team with consistency being shown. Staff are aware of their own roles and the roles of the staff who hold key positions for health and safety, child protection and behaviour. (Standard 2)
- The activities provided for the younger children include painting and messy play. The children are separated into smaller groups with their key worker to allow for greater individual attention. All children have the opportunity to be involved in creative, imaginative, physical and constructive play. (Standard 3)
- The setting has a strong commitment to safety both on and off the premises and has in place a health and safety representative who carries out safety audits and risk assessments of the premises. The information gained from the

audits is fed back to the managers and procedures are put in place to address any issues raised. (Standard 6)

- Children's behaviour is good and they know what is expected of them, they follow instructions for example, tidy up, line up by the door, and they wait for their turn in activities. (Standard 11)
- Parents are provided with detailed information about the setting and the key worker system provides opportunities for parents to discuss their child's progress. Parent's evenings are held for the parents of the children aged from three years. The parents of the babies communicate both verbally and through the use of a communication / daily diary book in which information about the child's routines are recorded. (Standard 12)

An aspect of outstanding practice:

not applicable

What needs to be improved?

- the equal opportunities policy in relation to gender issues;
- the staff interaction to support the children's learning in all areas of development;
- the planning of activities to enable children to make choices and make decisions.

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The children at Le Monde Petit are making generally good progress towards the early learning goals in all six areas of learning. Children's learning in Personal, Social and Emotional development; Communication, Language and Literacy; Mathematical development; Knowledge and Understanding of the World and Creative development is generally good. Progress in Physical development is very good.

Teaching is generally good. The staff demonstrate a satisfactory understanding of the early learning goals and the stepping stones. The effectiveness of the curriculum planning is generally good however there is further information needed. More formal assessments and observations are needed to inform future planning. Staff have high expectations of children's behaviour and the children respond well to this philosophy.

There are teachers of French, Spanish and Ballet employed.

Staff foster the children's self-esteem through the consistent use of encouragement and praise.

There are missed opportunities to extend the children's learning in everyday activities. There are some missed opportunities for staff to interact with the children to assist the children in their learning.

Leadership and Management is generally good. Training is encouraged and staff are clear about their roles and responsibilities. There are key staff for health and safety and for each unit within the setting. There are regular staff meetings held. There is a strong commitment to continuous improvement with the setting having been awarded the Quality Assurance mark through the National Day Nurseries Association (NDNA).

The support of the Early Years Childcare and Development Partnership teacher team is used by the setting.

The partnership with parents and carers is generally good. Parents are provided with information about the setting including information regarding the early learning goals. Staff provide opportunities for regular feedback through the questionnaires and the parents evening.

What is being done well?

- The staff have high expectations of the children's behaviour and the children respond well to this philosophy i.e. when asked to tidy up and to line up by the door to move rooms.
- Children move confidently and with control when using the large and small

equipment. The children respond well to the exercise class and attempt a variety of body postures. Children enjoy and carry out the exercises with enthusiasm.

- Staff are very clear about their roles and responsibilities. They are very clear about the management structure and the roles of the key staff i.e. health and safety; child protection; behaviour management.
- The provider has a commitment to improvement evidenced with the setting having recently been awarded the Quality Assurance mark through the National Day Nurseries Association.

What needs to be improved?

- opportunities to link children's mathematical learning to everyday activities;
- the assessment process to ensure the children's development towards the early learning goals is recorded;
- staff interaction to extend children's learning in all areas of development;
- opportunities for snack time to be used more effectively to extend children's learning;
- curriculum planning to provide clear links to the stepping stones.

What has improved since the last inspection?

Progress in addressing the key issues since the last inspection is generally good with the provision of an accessible book corner being introduced and with books being made available to the children during free play. The staff use books with the children after topic time which ensures children are given the opportunity to use books for enjoyment.

The staff have attended training on the six areas of learning and are now changing their practice to ensure the children are working towards the early learning goals through the identification of the stepping stones. There are arrangements to regularly assess the children's development and thus inform future planning however this is not operational at present.

The SEN policy has links with the code of practice and shows how the setting will identify and meet the needs of children who have special needs.

The practical methods of recording and observing the children's topic and daily planning sheets are in the process of being updated. The new plans are to incorporate an evaluation and assessment of the activity.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children's progress in Personal, Social and Emotional Development is Generally Good. Children are confident and motivated to learn. Children sit quietly and concentrate during topic activities. They work well as a group with the majority having an understanding of turn taking. Good relationships are formed between staff and children. Their behaviour is good and they know what is expected of them and follow instructions.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children's progress in Communication, Language and Literacy is Generally Good. Children listen and respond to stories. They show an awareness print carries meaning and understand it is read from left to right. The children practice mark making at the mark making table. The children read days of the week and use phonics to sound out letters for their name. They use language for discussion and for negotiation expressing feelings of excitement and anticipation.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children's progress in Mathematical Development is Generally Good. Children are becoming confident in their recognition of basic shapes. Children talk about size and shape in the water activity. There are missed opportunities to link mathematical learning to everyday activities. Children were not observed to use numbers in everyday activities however sequencing of numbers was demonstrated during the registration. Number work was evidenced through the planning document.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children's progress in Knowledge and Understanding of the World is Generally Good. Children have the opportunity to use programmable toys, communication and information technology. They talk about events in their own lives both past and present. Children have the opportunity to explore features of living things i.e. the caterpillar. Children have the opportunity to explore malleable materials as in the sand and pastry activities.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children's progress in Physical Development is Very Good. Children are developing control over their bodies and move confidently and with confidence. Children manage fastenings and are competent with small implements using them with increasing control. Children show an awareness of space when exercising and move their bodies into different postures with skill. They can identify changes that occur to their bodies when playing outside and the precautions necessary to protect from the sun.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children's progress in Creative Development is Generally Good. Children have the opportunity to use their imagination in the role play i.e. the Puppet Theatre and the home corner. They sing confidently and with enthusiasm when singing songs from memory. Children have the opportunity to explore media and materials i.e sand, water and pastry. They talk about colours recognising red, blue, green, yellow and orange competently when discussing the colours on their clothing.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- opportunities to link children's mathematical learning to everyday activities;
- the assessment process to ensure the children's development towards the early learning goals is recorded;
- staff interaction to extend children's learning in all areas of development;
- curriculum planning to provide clear links to the stepping stones.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.