



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 321633

DfES Number: 535373

INSPECTION DETAILS

Inspection Date 22/09/2004
Inspector Name Marilyn Ashley

SETTING DETAILS

Day Care Type Creche Day Care, Full Day Care
Setting Name Les Enfants at Total Fitness
Setting Address Total Fitness Health Club
Tandem Mills
Wakefield Road
Huddersfield
HD5 0AL

REGISTERED PROVIDER DETAILS

Name Les Enfants Private Day Nurseries Ltd

ORGANISATION DETAILS

Name Les Enfants Private Day Nurseries Ltd
Address 486-490 Wakefield Road
Huddersfield
West Yorkshire
HD5 8PU

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public 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

Les Enfants at Total Fitness has been registered since 2000 and is operated, along with two other nurseries, as part of a limited company. It is located at Waterloo, Huddersfield and serves the local community and surrounding area. It operates in the same building as a fitness centre.

There are six playrooms, a kitchen, office, staff room and toilets for children and adults. There are also two outdoor play areas. It is open from Monday to Friday all year round from 07:30 to 18:00.

The nursery is currently providing care and education for 72 children of which 14 are funded 3-year olds and 4 are funded 4-year olds. Children attend for a variety of sessions. The nursery supports a child with special needs but has no children, at present, with English as an additional language.

There are 14 staff are employed. The majority of staff hold an NNEB qualification, an NVQ level II or are working towards a qualification. The setting does not, at this time, receive support from an advisory teacher from the Kirklees Early Years Service. It holds the Investors in People award.

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

How effective is the nursery education?

Les Enfants at Total Fitness' provision is acceptable but has some significant areas for improvement. Children's progress towards the Early Learning Goals is limited by some significant weaknesses in the provision. Provision for their personal, social and emotional development is well planned and they make generally good progress in this area.

The quality of teaching has significant weaknesses. Staff manage the children's behaviour well, are good role models and have good relationships with them. They plan a range of activities but are not sufficiently secure in their knowledge of the Foundation Stage to ensure a broad and balanced curriculum. The planning is not linked to the stepping stones and early learning goals to ensure individual children's progress and challenge. The organisation of the indoor space limits children's self-initiated learning and developing independence. Children's communication skills are fostered but opportunities to develop their emergent literacy and mathematical skills are not exploited sufficiently. Children's use of their imagination and creativity are limited by adult directed activities and opportunities for role play. The outdoor area, at present, is not planned to provide learning opportunities in all six areas of development. Staff do not assess children's learning against the stepping stones and early learning goals nor is the information used effectively to plan for children's progress and challenge.

Leadership and management has significant weaknesses. The monitoring and evaluation of the quality of learning and teaching has not been effective. Staff training needs in the Foundation Stage have not been identified and their professional development has not been supported sufficiently.

Partnership with parents has weaknesses. Though good relationships are formed and staff are supportive, parents are not sufficiently informed about how their children learn or their progress towards the early learning goals.

What is being done well?

- Children form good relationships with each other and staff. They are well behaved, polite and considerate of others.
- Good relationships are formed with parents. Staff are approachable and supportive.
- Staff encourage children to behave well and to consider the feelings of others. Warm relationships are formed and staff are good role models for children.

What needs to be improved?

- the planning of a broad and balanced curriculum, linked to the stepping stones and early learning goals and staff's knowledge of the Foundation Stage
- the monitoring and assessment of children's learning, linked to the stepping stones and early learning goals
- the assessment of children's learning to inform future planning for their progress
- the parents' understanding of the early learning goals and stepping stones and their involvement in their children's learning
- the system to evaluate the learning and teaching and support staff's professional development.

What has improved since the last inspection?
not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are encouraged to be polite, well behaved and considerate of others. They are confident and are beginning to take care of their own needs, though this does not extend to such activities as snack time. Children form good relationships with each other and with staff. They choose between activities and play well together. They are becoming independent, however, opportunities to choose their own resources to develop their individual learning and increased independence are insufficient.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Significant Weaknesses

Children interact well and are confident to share their experiences in a group. They enjoy songs, rhymes and stories, but an uninviting book corner limits their enjoyment of print. Opportunities in everyday play activities, both indoors and out, to write for a purpose to develop their emergent writing skills are limited. Some children are beginning to write their names, but everyday play opportunities to explore sounds and letters to develop and extend their skills are limited.

MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children recognise shapes and recreate patterns well. Some children count to 5 and others to 9 with confidence, but opportunities to count and solve problems, in everyday routines, are missed. Opportunities for children to use, recognise and represent numbers in play activities, both indoors and out, are insufficient. Children compare sizes through growing sunflowers and in the story of the three bears. The use of sand and water, to develop their understanding of weight and capacity is limited.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Significant Weaknesses

Children observe living things such as worms & minibeasts. They investigate the weather and find out why ice melts. Children explore magnets but finding out how things work is too limited. They build using a range of construction sets. Children have access to a computer. Children enjoy visiting a French Market and a farm, but opportunities to explore the features of the local environment and people are insufficient. Opportunities to find out about family life, past and present, are limited.

PHYSICAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Children explore and use a range of tools, construction sets and malleable materials, such as clay and dough, with increasing control. They climb, balance and explore a range of large and small equipment but planned opportunities to develop and extend their skills are limited. Children enjoy games outside and join in enthusiastically. However, opportunities to develop, extend and challenge their learning in all six areas of learning, in the outdoor area, are severely limited.

CREATIVE DEVELOPMENT

Judgement:	Significant Weaknesses
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Children enjoy singing songs and rhymes and exploring and listening to music. They move to a variety of music though planned opportunities are not exploited. They do drawings of what they observe such as a tortoise or flower. Adult designed displays and directed activities, however, limit children's opportunities to express & communicate their ideas freely in art and design. Children have limited opportunities to develop and extend their imagination in role play, both indoors and outside.

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

OUTCOME OF THE INSPECTION

The provision is acceptable but has some significant areas for improvement. Children's progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- increase parents' understanding of the stepping stones and early learning goals and their involvement in their children's learning and records of achievement
- develop the planning of the six areas of learning, through advisory support and staff training on the Foundation Stage and in areas of significant weakness, to ensure a broad and balanced curriculum
- develop the monitoring and assessment of children's learning , linked to the stepping stones and early learning goals, to inform future planning and ensure the progress and challenge of all children
- develop a rigorous system that monitors and evaluates the quality of learning and teaching and ensures that the staff's professional development is supported.

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.